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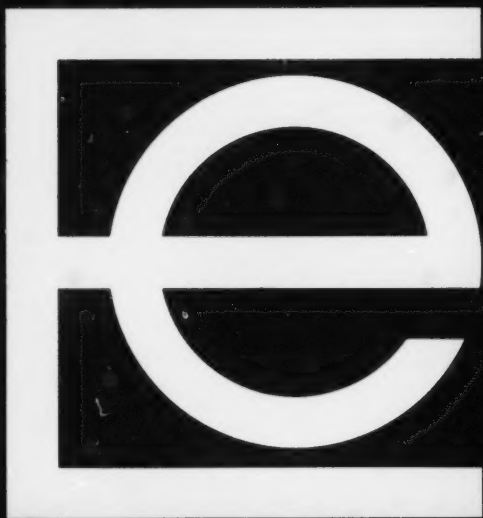
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ABSTRACT

The tasks of this conference were to consider the prospects and tasks of educational development in Europe at the dawn of a new millennium, particularly in respect to: (1) the humanistic, cultural, and international dimensions of education in view of strengthening the foundations for international understanding, cooperation, and peace and the protection of human rights, as well as for preserving and enriching European cultures; and (2) the impact of the new information and communication technologies on education systems. The conference also addressed priorities and modalities for regional and international co-operation in the field of education during the 1990s. The conference considered these matters in plenary meetings and in commissions. The general report and the reports of the two commissions, together with the recommendations adopted by conference members, constitute the final report contained in this document. Five appendices also are included: (1) Agenda; (2) Opening Addresses; (3) Closing Addresses; (4) List of Documents; and (5) List of Participants. (Author/DB)

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**Fourth Conference of
Ministers of Education
of Member States of
the Europe Region**

**Organized by Unesco with
the co-operation of
the United Nations Economic
Commission for Europe**

Paris, 21-27 September 1988

Final Report

SUMMARY

The regional Conference of Ministers of Education of Member States of the Europe Region was convened by the Director-General of Unesco in pursuance of resolution 4.1.2 a(i) adopted by the General Conference of Unesco at its twenty-fourth session, and was organized with the co-operation of the United Nations Economic Commission for Europe. The Conference was held at Unesco Headquarters in Paris from 21 to 27 September 1988.

The tasks of the Conference were to consider the prospects and tasks of educational development in Europe at the dawn of a new millennium, particularly in respect to: (a) the humanistic, cultural and international dimension of education in view of strengthening the foundations for international understanding, co-operation and peace and the protection of human rights, as well as for preserving and enriching European cultures; and (b) the impact of the new information and communication technologies on education systems; and priorities and modalities for regional and international co-operation in the field of education during the 1990s.

The Conference considered these matters in plenary meetings and in commissions. The general report and the reports of the two commissions, together with the recommendations adopted by the Conference, constitute the final report of the Conference, contained in this document.

LIST OF OFFICERS OF THE CONFERENCE AND COMMISSIONS

President

H.E. Mr Christoffer Taxell
Minister of Education
(Finland)

Vice-Presidents

S. Exc. M. Lionel Jospin
Ministre d'Etat
Ministre de l'éducation nationale,
de la jeunesse et des sports
(France)

S. Exc. M. Georges Papandreou
Ministre de l'éducation nationale et des cultes
(Greece)

H.E. Mr Lennart Bodström
Minister of Education and Cultural Affairs
(Sweden)

H.E. Mr Felix Peregoudov
First Deputy Chairman
USSR State Committee for People's Education
Minister of the USSR
(Union of Soviet Socialist Republics)

S. Exc. M. Prof. Iltcho Dimitrov
Ministre, Président du Conseil national
de l'éducation
(Bulgaria)

Rapporteur-General

M. Jozsef Herman
Académicien, Directeur de l'Institut
de recherches linguistiques de
l'Académie des sciences de Hongrie
(Hungary)

COMMISSION I

Chairman

Dr Svatopluk Petracek
Director, European Information Centre
for Further Education of Teachers
Charles University
(Czechoslovakia)

Vice-Chairman

Mr Edgar Tripet
President of the National Commission of
Switzerland for Unesco
(Switzerland)

Rapporteur

Mr Antonio Quadros
Director-General of the Institute
of Art and Design
(Portugal)

COMMISSION II

Chairman

The Honourable Elena Veiguela
Director of New Technologies
Ministry of Education
(Spain)

Vice-Chairman

Mr Arvid Staupe
Head of the Ministerial Secretariat
for Data Technology in Schools
(Norway)

Rapporteur

Mr Dentcho Batanov
Deputy Director-General
Centre for Research in Informatics
in Education
(Bulgaria)

TABLE OF CONTENTS

	<u>Page</u>
PART I	
INTRODUCTION.....	1
Organization and scope of the Conference.....	1
Preparation of the Conference.....	1
Opening session of the Conference.....	2
Organization of the work of the Conference...	2
PART II	
GENERAL REPORT.....	5
Introduction.....	5
Review of trends since 1980.....	5
The humanistic, cultural and international dimension of education.....	6
The impact of the new information and com- munication technologies on education systems.....	9
Regional and international co-operation.....	11
PART III	
REPORTS OF COMMISSIONS.....	15
Report of Commission I.....	15
Report of Commission II.....	20
PART IV	
GENERAL CONSIDERATIONS AND RECOMMENDATIONS...	25
ANNEXES	
1. Agenda	
2. Opening addresses	
3. Closing addresses	
4. List of documents	
5. List of participants	

PART I

INTRODUCTION

Organization and scope of the Conference

1. The Fourth Conference of Ministers of Education of Member States of the Europe Region, organized by Unesco with the co-operation of the United Nations Economic Commission for Europe, was held at Unesco Headquarters in Paris from 21 to 27 September 1988.

2. Convened by the Director-General of Unesco in pursuance of resolution 4.1.2 a(i) adopted by the General Conference of Unesco at its twenty-fourth session, the Conference was invited to consider (a) the prospects and tasks of educational development in Europe at the dawn of a new millennium, particularly in respect to: (i) the humanistic, cultural and international dimension of education in view of strengthening the foundations for international understanding, co-operation and peace and the protection of human rights, as well as for preserving and enriching European cultures, and (ii) the impact of the new information and communication technologies on education systems; and (b) priorities and modalities for regional and international co-operation in the field of education during the 1990s.

3. All 35 Member States of Unesco belonging to the Europe Region, invited in accordance with the Executive Board's decision to take part in the Conference, sent a delegation. Twenty-three delegations were headed by a minister, a deputy minister or a secretary of State; 26 ministers or delegates of ministerial status participated in the work of the Conference. The Conference was also attended by observers from other Member States and from the Holy See, the United Kingdom and the United States of America, and by representatives of organizations belonging to the United Nations system and observers from other intergovernmental organizations, from international non-governmental organizations and from foundations and institutions. The Conference brought together a total of 212 delegates, two representatives and 55 observers, making a total of 269 participants. (See Annex 5.)

Preparation of the Conference

4. The Paris Conference was the fourth in the series of conferences of Ministers of Education of Member States of the Europe Region organized by Unesco. The first (Vienna, 1967) dealt solely with the problems of higher education, which was also the subject of the second conference (Bucharest, 1973). The evolution of the major educational policy issues in the 1980s and the relationship between educational development and socio-economic and cultural development were the main issues treated at the third conference (Sofia, 1980).

5. The preparation of this fourth conference was the subject of several activities including a meeting of experts (Paris, June 1987) attended by specialists from 27 Member States of the Europe Region, who had been invited by the Director-General in their personal capacity, and by a number of observers from Member States and from international non-governmental

organizations concerned with education in the Europe Region. The meeting made suggestions to Unesco for the discussion topics to be included in the provisional agenda of MINEDEUROPE IV, taking into account the results of the consultation of Ministers of Education of Member States of the Europe Region concerning the content of the main working document (1986-1987).

6. Subsequent to this meeting, the Unesco Secretariat drew up the main working document of the Conference, 'Prospects and tasks of educational development in Europe at the dawn of a new millennium' (ED-88/MINEDEUROPE/3).

7. The Conference also had before it five reference documents, one prepared by the United Nations Economic Commission for Europe, 'Major economic and social trends and prospects in the ECE region' (ED-88/MINEDEUROPE/REF.1), and four prepared by the Unesco Secretariat: 'Development of education in Europe: A statistical review' (ED-88/MINEDEUROPE/REF.2), 'Unesco's activities in the field of education in the Europe Region since the conference held in Sofia in 1980' (ED-88/MINEDEUROPE/REF.3), 'The humanistic, cultural and international dimension of education' (ED-88/MINEDEUROPE/REF.4) and 'Informatics in education: trends and achievements by international organizations and prospects for further co-operation' (ED-88/MINEDEUROPE/REF.5).

Opening session of the Conference

8. The Conference was opened on 21 September 1988 by the Deputy Director-General of Unesco, Mr Michel de Bonnacorse, on behalf of the Director-General of Unesco, Mr Federico Mayor, who was absent owing to unforeseeable circumstances. He read out to the Conference a speech prepared by the Director-General. The Executive Secretary of the United Nations Economic Commission for Europe (ECE), Mr Gerald Hinteregger, then addressed the opening session. The Director-General was present at the second plenary session and welcomed the delegates and observers in a short address to the Conference. (See Annex 2.)

Organization of the work of the Conference

9. At the first plenary session, H.E. Mr Christoffer Taxell, Minister of Education of Finland, was elected President of the Conference by acclamation.

10. Moving to item 3 of its provisional agenda, the Conference adopted its Rules of Procedure (ED-88/MINEDEUROPE/2).

11. The Conference elected unanimously as Vice-Presidents the heads of delegation of the following countries: Bulgaria, France, Greece, Sweden and the Union of Soviet Socialist Republics.

12. Mr Jozsef Herman (Hungary), deputy head of the Hungarian delegation was elected unanimously as Rapporteur-General.

13. The Conference decided to set up two commissions. Meeting successively as Commission I and then as Commission II, it elected Dr Svatopluk Petracek (Czechoslovakia), Director of the European Information Centre for Further Education of Teachers (Charles University), Chairman of Commission I; and Mrs Elena Veiguella (Spain), Adviser on New Technologies, Ministry of Education and Science, Chairman of Commission II.

14. The Steering Committee of the Conference was therefore composed of the President, the five Vice-Presidents, the Rapporteur-General and the Chairman of the two commissions.

15. The Conference adopted its agenda. (See Annex 1.)
16. The Conference decided to consider in plenary item 7 and item 8 together. The mandate of Commission I was to consider in depth item 7a and of Commission II, item 7b.
17. The Steering Committee invited a group of representatives of delegations to assist the Rapporteur-General to harmonize the draft resolutions in order to avoid duplication and repetition.
18. At its plenary session on 26 September, the Conference considered the draft recommendations concerning items 7 and 8 of the agenda and adopted them unanimously.
19. The Conference adopted its Final Report unanimously at the final plenary session on 27 September 1988. The Deputy Director-General, Mr Michel de Bonnecorse, speaking on behalf of the Director-General, congratulated the Conference on the work it had accomplished and assured the delegates that the Secretariat would give careful consideration to its recommendations addressed to the Director-General. Mr de Jong (Netherlands) addressed the Conference on behalf of electoral group one, and H.E. Mr Peregoudov (USSR) addressed the Conference on behalf of electoral group two. Both speakers expressed their satisfaction with the deliberations and decisions of the Conference and with the constructive and friendly atmosphere which prevailed throughout the proceedings; they also thanked the President and other officers for their work and guidance, and they expressed their appreciation to the Secretariat for the excellent preparations and technical support. Finally, the President, H.E. Mr Taxell, stated his reflections on the work accomplished and thanked his fellow officers and the delegates for their contribution to the success of the Conference, which he then declared closed. (See Annex 3.)

PART II

GENERAL REPORT

Introduction

1. At the plenary sessions held on 21 September in the afternoon and on 22 and 23 September, the Conference considered items 7 and 8 of its agenda together. Item 7 was treated from a general viewpoint by the plenary as its two subcomponents were discussed in detail in the two commissions set up for this purpose.

2. Several delegates expressed their appreciation of the content and quality of the working and reference documents placed at their disposal, and of the thorough preparation of the Conference. However, some of them regretted that the reference documents were not available in all working languages. The representative of the Director-General explained that this restriction had to be applied for economy reasons but recalled that the working documents were provided in all four working languages.

3. Thirty-two heads of delegation and six observers - representing the Holy See, the Council of Europe, the World Confederation of Organizations of the Teaching Profession (WCOTP), the International Federation for Parent Education (IFPE), the International Association of Universities (IAU) and the International Schools Associations (ISA) - took part in the plenary discussion.

4. In the course of the discussion, many references were made to the improved climate for co-operation within the Europe Region which provided a propitious context for the present Conference. This context, characterized by recent initiatives and agreement on arms reduction and control and by the emergence of new policy patterns and approaches to international relations, had facilitated dialogue between the governments of the region. It had also given new impetus to the Conference on Security and Co-operation in Europe (CSCE), an ongoing process in which Unesco and the ECE had an important role in their respective domains. Similarly, the increasing commitment to economic co-operation and integration by numerous governments in the region had brightened the prospects for co-operation in other fields, and the recent agreement between the European Communities (EC) and the Council for Mutual Economic Assistance (CMEA) augured well for the gradual rebuilding of an 'all-European house' with its foundations on a common cultural heritage.

5. Some delegates observed that the Conference was timely also in view of the high priority accorded to education by their respective governments. This priority may be reflected in the next round of the CSCE process, in which case Unesco could provide the most suitable framework for developing further co-operation between East and West in this field.

Review of trends since 1980

6. Several delegates described some of the educational developments which had taken place in the region and in their countries since MINEDEUROPE III, sometimes referring to document ED-88/MINEDEUROPE/REF.3 which gave illustrations of the activities carried out by Unesco since that Conference. References to what has happened since MINEDEUROPE III are also found in paragraphs 15 and 30 of this report relating to the two theme areas of the Conference.

7. Among the general trends reported were the ever-increasing overall enrolment ratios and the continuing diversification of education to cater for all population groups and for differences within groups. In addition, many observations showed that increased attention was paid over this period to the very young and to the elderly as well as to the problems of functional illiteracy among adults. There was also clear recognition that lifelong education was more relevant than ever before. It was against this background that a number of delegations reported the growth in resources allocated to education.

8. A number of delegates referred to the participation of their countries in specific meetings or other programme activities related to the recommendations of MINEDEUROPE III. They mentioned in particular the Programme of Joint Studies in Education carried out by European national commissions for Unesco, which was considered a valuable exercise in co-operation in the Europe Region. The European Centre for Higher Education (CEPES), Bucharest, and the Programme of Co-operation in Research and Development for Educational Innovation in South and South-East Europe (CODIESEE) were favourably commented on, as was the work of the three Unesco institutes operating in the field of education and based in the Europe Region: the International Bureau of Education (IBE), Geneva, the Unesco Institute for Education (UIE), Hamburg, and the International Institute for Educational Planning (IIEP), Paris. Special reference was made to the Workshop of Specialists in Europe on Prevention of Functional Illiteracy and Integration of Youth into the World of Work, held at UIE in 1986, and to the series of All-European Conferences of Directors of Educational Research Institutions, which from 1988 onwards are being sponsored jointly by Unesco and the Council of Europe.

9. Some Member States informed the Conference of significant national developments in specific areas. Many had carried out educational reforms and it was generally noted that the objectives of educational policies had been revised to take account of new demands arising from social and economic changes. Some systems had prolonged the period of compulsory schooling, made specific provisions for extensive language teaching, developed priority areas for education, especially for children in difficulty, and taken into account the explosion of knowledge and the need to train pupils to be more critical in the use of information. In response to these aspects, many systems had shown greater concern with the quality of education, paying particular attention to the improvement in the quality of teaching and in the adaptation of curricula to the new exigencies of our time and of the future. In this respect, several speakers reported on efforts to revise textbooks and to intensify research in higher education.

10. Several delegates explained that total enrolments had increased owing to growth in early childhood education and a significant expansion of both higher education and vocational and technical education. In addition, growing opportunities for adult education were often reported.

11. The period since Sofia had seen the further development of systems which recognized and catered for the diversity in education populations whilst seeking equality, comprehensiveness and integration. These ideals were also being taken into account in the context of lifelong education.

The humanistic, cultural and international dimension of education

12. All the participants noted that the major changes that had occurred since the Sofia Conference, and the favourable development of the

international political context mentioned in the preceding paragraphs, had created a particularly advantageous environment for discussion of the themes referred to above. According to one speaker the pessimistic trend of the early 1980s had given way to cautious but real optimism, so that a positive attitude could be adopted in looking towards the future.

13. A large number of speakers referred to the development in the region of a peace process and a climate conducive to peace during the last few years, with, for example, the signing of the Intermediate Nuclear Forces Treaty and the progress made by the CSCE. Some speakers felt that the sharing of peace-related problems and of the associated threat to the whole human race had had a beneficial impact by developing the need for and practice of closer relations among countries. Peace education found in the present context the factors for its development and extension as part of more general thinking about a new humanism corresponding to the region's needs and plans.

14. Most of the speakers firmly believed that respect for human rights was an essential prerequisite for the maintenance and consolidation of peace, both in individual countries and societies and in international relations. Some of them considered that respect for human rights implied respect for the diversity of individuals and groups and thus guaranteed mutual tolerance and understanding. Some speakers described human rights as the expression of, and the means of safeguarding, the dignity of the individual. This created a strong link between human rights and the humanistic dimension of education.

15. Among human rights the right to education, in the form of the democratization of education, was mentioned by a majority of delegations in connection with current progress in their own countries. Equality of access to education generally entailed a search for ways and means of catering for minority or disadvantaged groups. Some speakers felt that equality of opportunity should be promoted through differential measures. As the school-going population was varied, schools should seek to make allowance for different learning rates and increase their support for children in difficulty.

16. With the consolidation of peace in Europe and the development of the exercise of human rights, it was widely agreed that the context and times were conducive to a more fundamental and wider-ranging appraisal of the future of humankind at the dawn of the third millennium. The Europe Region was aspiring to a new humanism that would enable it to contend with economic, social, technological and scientific changes that were often occurring long before the philosophical deliberation necessary for their control. It was noted that although Europe was the cradle of a humanistic culture it had been the scene of tension, difficulties and appalling devastation. The prevailing spirit of co-operation, however, was a sure guarantee of renewal and renaissance in which conscience would be responsible for the developments of science.

17. All the speakers who broached this subject stressed that education was humanistic as a matter of principle, inasmuch as it sought the harmonious development of the whole of an individual's potential. It thus played a role in the recognition of human dignity and the exercise of its practical manifestations. Some delegations stressed the primacy of the humanistic objective of education, which could not and should not be supplanted by any other aim, such as the immediate requirements of the labour market or of economic development. Although the various objectives of education were not necessarily incompatible, the personal dignity of the individual was the ultimate aim to which all others had to be subordinated.

18. Some speakers stated that the humanistic guiding principle would help to solve the contradiction that was developing in most of the education systems in the region, where the knowledge to be imparted was constantly increasing, although curricula were already overloaded. It was in the light of the ultimate purposes of education that the choices determining the education of tomorrow must be made.

19. Several speakers emphasized that, from a humanistic point of view, the first task of education systems was to encourage the development of a capacity for critical thinking, particularly in response to the growing mass of information the individual received, above all in the Europe Region. Critical judgement and an open-minded attitude were two complementary ingredients in any education that claimed to draw on modern humanism and be receptive to new ideas and values.

20. It emerged clearly and forcefully during the discussions that it was environmental protection that lent itself to priority action in application of the new, global outlook of modern humanism. More than ever before, in the face of pollution and all kinds of environmental destruction, human beings had become aware of their dependence on the natural environment and, at the same time, of their own capacities for destruction - and thus also of their responsibility, which was closely bound up with all their activities, particularly those of a scientific and educational nature. Nature was also part of the European heritage, and its preservation had become a general theme in national policies. The consequences of a purely quantitative conception of development, new diseases and ecological disasters had acted as alarm signals in the region to draw attention to the need to redefine people's relations with their natural environment, and that task formed part of the common movement towards a new humanism. Most countries had already incorporated environmental protection in their educational contents, and it seemed obvious that, in that field in particular, solidarity and co-operation were absolutely essential if action was to be effective. The protection of the environment was therefore a common, unifying theme. In that context, the Bruntland report, Our Common Future,* was cited, together with the importance of education in the implementation of its recommendations.

21. As a decisive factor in social and economic progress and a powerful means of protecting and developing the human being's spiritual wealth and material environment, education was recognized by all as a national political priority. Several speakers affirmed that education, when seen against the background of the new humanism, went beyond the traditional, formal structures and culminated in the idea of lifelong education, which alone was capable of facing up to that new structural feature of the end of the second millennium, namely, constant change.

22. Just as it was, and must be, essentially humanistic, education was also cultural. The school was a place of cultural initiation where science and technology went hand in hand with the arts and literature. Numerous speakers emphasized the importance of an interdisciplinary approach in education, taking the view that culture was a coherent body of knowledge extending beyond the arts and literature. One speaker drew attention to the importance of modular curriculum structures in providing a multidisciplinary approach to ever changing and varied educational needs. In that way, culture transcended the distinctive qualities of its individual components.

* Report of the World Commission on Environment and Development, United Nations, April 1987.

23. The recognition and maintenance of the cultural diversity of education was also a central theme of the discussion. According to one speaker, more culture meant acquiring greater knowledge of the specific qualities of one culture, while at the same time practising intercultural dialogue. Humanistic culture was a recognition of diversity; and that concept applied particularly to the Europe Region, where some representatives repeatedly drew attention to the existence of cultural differences within their own States. Consolidation of the European identity around a common historical and cultural heritage should not be imposed at the expense of national identities and cultures, nor should it lead to the development of Europocentrism. The shaping of individual cultural identity by schools was part of overall education, which aimed at personal equilibrium, integration in society and an open-minded attitude towards the world. Cultural pluralism was unanimously regarded as something to be treasured, a heritage to be preserved and handed down and a basis for exchanges, open-mindedness, imagination and creativity, which was opposed to any reductionistic concept seeking to impose uniformity.

24. It emerged from the discussion that one of the measures most clearly demonstrating the existence of a common European heritage, in all its diversity, was the development of foreign-language teaching. Most delegations, whether from countries with several cultures or from those with a single culture, referred to measures already adopted at the national level to encourage language teaching, sometimes starting at primary level. In a context of peace and mutual understanding strengthened by education policy languages as a tool of communication necessarily took priority; multilingualism was one of Europe's resources and language teaching was a guarantee of its preservation and of open-mindedness and tolerance; according to one participant a knowledge of other people's languages was a factor highly conducive to understanding and co-operation.

25. Within the framework of the discussion several speakers mentioned the importance of integrating the children of migrants while respecting their cultural identity and particularly their language of origin; the teaching of, and teaching in, their own language was seen as a factor contributing to their integration in the host society. Other speakers stressed the right of national minorities to preserve their cultures and languages inter alia through the teaching of their mother tongue and teaching in their mother tongue which, according to one speaker, was a fundamental human right. The discussions on language teaching also focused on the development of exchanges of students, teachers and researchers, reviving an age-old tradition that had been the glory of the old European universities.

26. Amid this broad consensus on the development of the humanistic, cultural and international dimension of education one speaker pointed out that the first moves leading to the foundation of Unesco had been made in a period of armed conflict and that their purpose had been to rebuild European education systems so that they might help to construct the defences of peace in the minds of men. The present period, in which a pragmatic international process for the construction of peace was being set up, showed that education could increase and grow also in a peaceful context, developing its international dimension and its humanistic message which would in turn strengthen the defences of peace. The Associated Schools and Unesco Clubs were unanimously hailed as instrumental in achieving those ends. The need for international education was all the more topical and urgent in that the world was more interdependent than ever before.

The impact of the new information and communication technologies on education systems

27. Nearly all the delegations of Member States mentioned this topic in their statements in plenary, stressing its importance and relevance and

approaching it from a humanistic standpoint. This brought out the profound link between the two topics that the Conference had been particularly invited to address as part of its consideration of the prospects and tasks of educational development in Europe at the dawn of the new millennium.

28. Noting the permeation of the contemporary, economic, social and cultural fabric by the new information and communication technologies, some speakers showed how these technologies were more closely linked with human intelligence and consciousness than the innovations that had earlier been the driving force of the technological revolution. The delegations stressed in particular the demands these technologies made, firstly for new knowledge and know-how to be made available so that the technologies could be used and developed, and secondly, for attitudes and abilities to be moulded so that the young could learn to select from a growing mass of information, messages and images and to transpose into the information and communication society those humanistic, cultural and international values that it was the task of education to convey and develop. Hence the idea, put forward by some speakers, of a 'literacy education' that ought to go beyond learning to read, write and count and include an introduction to the use of computers and to the gathering and processing of information.

29. With particular reference to computers among the new information and communication technologies, a consensus emerged on the need to introduce them into education as a subject to be taught, as an aid in the learning process and as an instrument of management. Here again, however, the humanistic approach adopted led a number of delegations to stress the need for a synthesis of the humanist culture, which it was the school's function to transmit and promote, and the important technological contribution represented by the use of computers in education. The introduction of computers was desirable at all levels of both formal and non-formal education. Some speakers laid particular stress on the need to ensure from the start that provisions were made to facilitate general access to this new form of learning so as to avoid the creation of a new class division - between those who knew about computers and those who did not - and, at the same time, to provide learning schemes especially designed for the disabled.

30. Without going into the technical details, most delegations spoke of experiments currently under way in their countries regarding the introduction of computers into education. In many a medium-term plan or programme had been adopted and was in the process of being implemented. The strategy generally involved the introduction of computer education firstly into the universities, into vocational education courses centred on the service sector and into the senior classes of secondary schools. As regards the introduction to computers at the lower levels of the education system, and their use as teaching aids at any level, at the present time this was occurring mostly in the form of experiments to arrive at a better definition of aims and procedures. Finally, mention was made of a measure of expansion in the use of computers as an aid for the management of education systems.

31. From all these national experiences a number of gratifying features, especially concerning pupil development - with the formation of analytical and critical faculties and the fostering of independence - and an improvement in educational methods themselves, were already emerging. Several delegations pointed out, however, that it was necessary to await the evaluation of current experiments and even to launch new research programmes before one could determine the lines along which computer training should be introduced in all schools and the way computers should be used as a teaching tool. Experiments now under way had also pointed to the vital importance and scope of the initial and in-service training of educational personnel, who should all

possess a basic knowledge of computers, even when there were plans to train some teachers in each school more fully. Current experiments were also showing that education systems did not as yet possess appropriate educational software in sufficient quantities.

32. Taken together, the statements made on this subject added up to a veritable appeal for regional and international co-operation. Several countries reported benefits they had already derived from exchanges concerning other countries' experience, which had enabled them to improve and direct their own programmes for the introduction of computers into education. Unesco's role was repeatedly stressed, as regards both activities already carried out and those that should be included in the third Medium-Term Plan. Particular mention was made of the opportuneness of holding an international congress on education and computers in 1989. The fields in which the need for co-operation was most keenly felt were the exchanging of ideas and experiences; the development of research and the dissemination of research findings; and the training of teaching staff, particularly specialists in methodology for the use of computers in education. Several Member States also observed that, given the small size of most national markets, the production and dissemination of high-quality software should be based on machinery for regional or subregional co-operation that took due account of specific needs and national policy objectives. Lastly, still on the subject of co-operation, several speakers emphasized the need to foster the reciprocal sharing and enrichment of experience between the Europe Region and other regions in this field. They added that particular care should be taken to prevent the less well developed countries from dropping even farther behind in this joint advance towards the modernization of education systems.

Regional and international co-operation

33. The discussion relating to item 8 of the agenda revealed a clear consensus in favour of strengthening and expanding regional co-operation in the field of education, particularly in the two interrelated theme areas of the Conference. Progress in these areas, among others, could be considerably enhanced through multilateral co-operation. Several speakers expressed interest in co-operative arrangements which would enable them to draw on the experience and assistance of other countries in the region. Furthermore, the need for better communication and exchange of information on educational developments throughout the region was stressed in many interventions.

34. There was general acknowledgement of the useful and unique framework for co-operation offered by Unesco, which was open to all countries of the region and of the world. Hence Unesco could promote and facilitate multilateral co-operation between East and West, as well as between Europe and other regions. This structural capacity could be particularly useful in implementing relevant decisions taken by the governments of the region through the CSCE (Helsinki) process. Some speakers felt that Unesco's structural advantage in this regard could be enhanced if its educational activities in the region were more co-ordinated or possibly brought together in a comprehensive regional programme.

35. Two issues concerning educational policy emerged in the discussion which could be translated into areas of co-operation for the near future. On the one hand, there appears to be an increasingly felt need to restructure and diversify education systems and services to cater to all age-groups in the perspective of lifelong education. On the other hand, there seems to be a widely shared concern over functional illiteracy, understood in a broad sense

including technological illiteracy. It was suggested that a more effective sharing of ideas and experiences between countries could better inform policy decisions in regard to these issues.

36. Several specific areas for co-operation, some of which have been cited above, were proposed for priority attention in the years ahead, possibly as part of a coherent regional programme. The following list is not exhaustive but illustrates the range of common concerns put before the Conference:

language learning, for communication and mutual understanding between the peoples of Europe, as well as for effective participation in European culture;

textbook research and revision to develop awareness of universal values and the common European heritage, and to eliminate negative stereotypes and misinformation inhibiting tolerance and better international understanding;

environmental education and public awareness, both inside and outside the schools and universities; this area was felt by some speakers to be particularly suitable for co-operation among institutions of higher education, teacher training and research;

research and training in respect to education for peace and human rights in the light of innovative thinking and approaches which suggest a new and broader context;

the introduction and effective use of computers and other new technologies in the education process, including the development of suitable teaching methods in accordance with research on the impact of the new information technologies on the individual's intellectual capacities;

the co-production and/or sharing of computer hardware and software suited to educational purposes;

preparation of young people for life in an 'Information Society' and adaptation of curricula to avoid information overload;

pre-service and in-service teacher training, particularly in regard to the teaching of languages and the humanities in general, as well as in the use of computers in the classroom;

the education of migrant workers and their families, with due respect for the mother tongue and cultural identity;

the use of the new information technologies, including satellite transmission, to provide better educational services to people in sparsely populated areas;

exploration of ways to move towards the recognition of school-leaving credentials.

The question of funding of priority activities was also raised, and some delegations suggested that funds released through the slowing down of the arms race might be transferred to education budgets.

37. Several speakers underlined the continuing importance of co-operation in higher education and research, which has been a distinctive feature of Unesco's action in the Europe Region. More attention could be given in the future to facilitating academic mobility and exchanges throughout the region, which would also contribute to the implementation of the Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the Europe Region. The establishment of a 'University of the Peoples of Europe', possibly linking a number of existing institutions or designed as an open university, was advocated in the same general spirit.

38. In respect to forms and modalities of co-operation, many speakers emphasized the importance and need for inter-country exchanges of various categories of personnel: scholars, teachers, researchers and students. The need for better co-ordination of research and the sharing of research findings through meetings of experts, co-operative networks and information services was also stressed in the discussion. Collective efforts to identify general social and educational trends and to design research to find operational solutions to common problems could give regional co-operation a more, pragmatic orientation in the future.

39. Several existing Unesco mechanisms for co-operation in the region were generally felt to be useful and deserving of further strengthening, in particular CEPES, CODIESEE and the Associated Schools Project. CEPES was recognized as playing a significant and unique role in facilitating the exchange of information between all countries of the region in respect to higher education. The Associated Schools Project was mentioned by numerous speakers as a valuable mechanism for the promotion of exchanges and contacts between schools, a mechanism which could be used for the introduction of educational innovations, for example in respect to environmental education.

40. Unesco's global institutions based in Europe, specifically IBE, but also IIEP and UIE, were mentioned or alluded to as suitable structures for developing multilateral co-operation at regional and global levels. Similarly, certain of Unesco's global instruments and actions, such as the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, International Literacy Year and the World Decade for Cultural Development, were referred to as convenient structures for co-operation.

41. While there seemed to be general satisfaction with the existing mechanisms and structures for co-operation, several speakers felt that more co-ordination of Unesco's education activities in the region was desirable. A regional network for co-operation and a regional programme, 'Europe of Education', were proposed for consideration in this connection. A pragmatic focus of activities, but without heavy structures, was also advocated.

42. Various references were made to co-operative activities in the field of education being conducted by the European Communities, the Council of Europe, and other intergovernmental bodies, as well as by several NGOs. The representative of the Council of Europe confirmed the Council's interest in strengthening consultation and co-operation with Unesco, particularly in view of the Council's increasing openness to European countries presently outside its membership. A similar development was reported in respect to the Standing Conference of Rectors, Presidents and Vice-Chancellors of the European Universities (CRE), a non-governmental organization having established relations (category B) with Unesco. A number of speakers encouraged Unesco to further co-ordinate its activities with those of other organizations active in Europe in order to harmonize and strengthen the impact of multilateral co-operation within the region.

PART III

REPORT OF COMMISSION I

Item 7(a) of the agenda - The humanistic, cultural and international dimension of education in view of strengthening the foundations for international understanding, co-operation and peace and the protection of human rights, as well as for preserving and enriching European cultures

Introduction

1. Commission I held five meetings between Wednesday, 22 September 1988 and Monday, 26 September to examine item 7(a) of the agenda.

2. At its first meeting, Dr S. Petracek, Director of the European Information Centre for Further Education of Teachers (Czechoslovakia), was elected Chairman of the Commission.

At the second meeting, Mr E. Tripet, President of the National Commission of Switzerland for Unesco, was elected Vice-Chairman and Mr A. Quadros, Director-General of the Institute of Art and Design of Portugal, was elected Rapporteur.

3. Introducing the item, the Chairman drew the attention of the Commission to their working and reference documents. He noted that in the main working document entitled 'Prospects and tasks of educational development in Europe at the dawn of a new millennium', agenda item 7(a) was introduced in paragraphs 21 to 52 and that, in particular, paragraph 51 contained some questions which could provide guidelines for the work of the Commission.

4. He then mentioned the reference document, ED-88/MINEDEUROPE/REF.4, entitled 'The humanistic, cultural and international dimension of education' whose main objective was to provide information on Unesco's action in the field of cultural and international education, and drew participants' attention to paragraphs 15 and 49 where there were some proposals concerning the future measures which European Member States and Unesco could take in order to develop the cultural and international dimension of education.

5. The Chairman pointed out that document ED-88/MINEDEUROPE/REF.1, 'Major economic and social trends and prospects in the EEC region', prepared by the United Nations Economic Commission for Europe, and document ED-88/MINEDEUROPE/REF.2, 'Development of education in Europe: A statistical review', also provided information relevant to the Commission's item.

6. Delegates of 22 Member States, four observers from NGOs and one delegate from a non-Member State took part in the debate, some of whom spoke twice. They referred to the working and reference documents and touched upon a number of aspects of the item.

7. In pursuance of its assigned tasks, Commission I emphasized the crucial role of the humanistic, cultural and international dimension of education both in the overall educational process and within the individual and societal framework, and also with regard to mankind's overall development perspectives; examined the present state of education to meet the changing needs emanating from the new scientific and technological challenges; reiterated the principles governing Unesco's specific mission in promoting education's humanistic, cultural and international dimension; identified priority areas for the Organization's action in this field and made proposals for national, regional and international action.

Concepts, trends and problems

8. Conceptually, the humanistic, cultural and international dimension was generally understood to imply a comprehensive approach to both life and education, at individual, national and international levels. Peace and understanding were felt to be essential bridges, connecting the individual person to the world community. Peace, tolerance and other essential values could only be based on the civilizational act of 'discovering the other' and hence, the call for a harmonious dialogue of identity and otherness. A sensible balance between international co-operation and the cultural identity of the peoples of Europe should be reached through increased cultural exchanges.

9. Individual life, spiritual and intellectual values, and national development were considered to be challenged and threatened by an ever-expanding technology and its manifold ramifications. It was felt that here emerges one of the most challenging tasks for education: how to cope with technological change and economic development? While the concern was shared by all, notably with regard to environmental deterioration, the suggestions for overcoming the problems varied in their scope; some proposed educational programmes to cope with the problem, others had in mind a reorientation of development itself, suggesting a qualitatively different kind of growth towards sustainable development. The promotion of humanistic values should help avert the potentially inhuman consequences of technological development. The challenge would presuppose human alertness and the development of a critical mind in learners. It was felt that ecological concern had irreversibly established itself as an increasingly important determinant of educational provision at all levels.

10. This common concern led several delegates to talk about interdependence and its practical impact in terms of education's humanistic, cultural and international dimension. The recently improved climate in European and international relations, it was said, appeared conducive to more extensive co-operation in all fields of life. A good example, increasing co-operation between the EC and CMEA, was seen as a promising sign of Europe becoming still more interdependent, suggesting a multicultural society.

11. The humanistic dimension was also stressed in respect to education for ethics, peace, human rights and international understanding and to the objectives of the World Decade for Cultural Development. A new openness was felt to be present in dealing with national history, accompanied by readiness to revise textbooks, for example, for the eradication of prevailing prejudices about other nations, stereotypes, sexism and racism, which were believed to be interrelated.

Content, methods and means

12. Language teaching established an instrumental basis essential for international education. The introduction of a selection of languages into educational curricula was an effective means of broadening young people's minds through the discovery of the spiritual, moral and aesthetic values of other peoples.

13. The teaching of other basic subjects - history, geography, literature, the arts - provided ample scope for education for international and intercultural understanding. Use should be made of it to open up broad vistas of constructive co-operation among peoples and to encourage the young to make comparisons, to think for themselves and to engage in a healthy questioning of conventional wisdom.

14. One of the shortcomings of education systems was the isolation of one subject from another, which impeded the formation of a global image of the world, this image being fragmented by the large number of different disciplines. An interdisciplinary approach to the problems of the modern world should therefore be promoted in schools. For example, young people might be encouraged to take part in interdisciplinary studies or projects concerning the improvement of the environment, racial and sexual equality, the influence of technological and scientific development on daily life, etc.

15. In developing humanistic education, a genuine strategy must be devised in order to avoid the following two dangers: firstly, an unduly normative approach that would reduce values to the level of mere information and to a catalogue of abstract ideas unrelated to the actual circumstances in which they were applied in human society; the second danger, on the other hand, consisted in unduly systematic reference to topical events.

This made it necessary to develop the critical sense of young people and their power of discernment in the face of the onslaught of news put out by the media, frequently on the basis of highly questionable criteria. An authentic teaching of values was defined by the transition from ethical emotion to ethical reflection.

16. Improved pre-service and in-service training of teachers, the revision of textbooks and the production of new, up-to-date, interdisciplinary material and aids were crucial in inculcating in students the values and principles set out in the Unesco 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms. It was important that teachers of all subjects should receive appropriate training to enable them to ensure a humanistic approach.

17. From the outset, universities and institutes of higher education were conceived and established with a universal and humanistic orientation and in Europe they had served as the cradle of European culture. Their contributions to enhancing a humanistic, cultural and international dimension in all forms and levels of education were emphasized. Increased mobility of students and teachers was essential and international, regional and bilateral agreements to promote mobility should be supported. Whilst the role of CEPES (European Centre for Higher Education) was deemed commendable in facilitating a free flow of ideas, research results and experiences, many delegates urged the need to allocate increased human, financial and material resources to the Centre. The importance in this context of the Standing Conference of Rectors, Presidents and Vice-Chancellors of European Universities (CRE) was also recognized.

18. The usefulness and effectiveness of the Associate Schools Project (ASP) in promoting education for international understanding was emphasized, as well as the need to strengthen its multiplier effect.

19. The role of extra-curricular and out-of-school activities was deemed to be vital in furthering a better understanding of other peoples, cultures and traditions, in particular travel opportunities for students, teachers and educators. Study tours, reciprocal exchange visits, twinning of schools, multilingual regional workshops for teachers and the organization of cultural festivities highlighting the cultural diversity present in a given community were also mentioned as potentially effective.

20. The reinforcement of a humanistic, cultural and international dimension required the participation of and a contribution from a wide range of non-governmental organizations and professional groups. In this connection, the role of Unesco Clubs and networks such as the United World Colleges, International Schools Association, etc., were mentioned in particular.

Regional and international co-operation

21. Delegates agreed on the necessity to translate the ideals and principles proclaimed in the Unesco 1974 Recommendation into practical and concrete programmes and activities at national, regional and international levels. It was felt that Unesco could serve as a catalyst for such initiatives during the Organization's third Medium-Term Plan and that existing instruments, infrastructures and networks should be used and combined in a creative way to the fullest possible extent. Among the proposals made for future action were the following:

preparation of a comprehensive European history textbook as well as of a world history textbook, with the active co-operation of committees of historians in the countries involved;

the preparation of an international convention on the recognition of studies, diplomas and degrees concerning higher education, and its eventual adoption in 1992;

the preparation of an instrument on the mutual recognition of certificates for technical and vocational education;

preparation, on the basis of the experience of European Member States, of a publication on the main dimensions, contents and forms of humanistic, cultural and international orientation of education;

setting up a European project for the development of teaching foreign languages and literature to promote the spirit of mutual understanding and co-operation, within the framework of the Associated Schools Project;

convening of a European meeting of NGOs on the importance of training teachers and school administrators in line with the Unesco 1974 Recommendation and the Final Act of Helsinki;

preparation of a publication on results gained through the Associated Schools Project in the European Region;

setting up a network of universities and legal experts on human rights education in line with the initiative taken by the University of Padua (Italy);

participation in the 'Copernicus Project', initiated by the Standing Conference of Rectors, Presidents and Vice-Chancellors of European universities (CRE), which focused on the study of European environmental problems and the search for appropriate solutions;

conduct of a study on the advantages and dangers of the post-industrial society of tomorrow and the management of available resources in co-operation with decision-makers, leaders in industry and university academics;

development of a programme to increase co-operation at the university level in Europe and between Europe and the rest of the world.

22. The Commission, at its fifth session, examined and recommended for adoption by the plenary, draft recommendations 23 and 25 as amended by the Commission.*

23. Concerning DR.23, one delegate felt that in the recommendation to Member States (b) the mention of professional groups was not appropriate. As concerns DR.25, the following observations were made:

In the third consideration of the preamble, after the reference to the 1974 Recommendation and the resolutions of the Intergovernmental Conference (1983) one delegate felt that the resolution on International Youth Year (1985) should also be recalled.

Concerning paragraph 10 of the specific recommendations to Member States, one delegate wished note to be taken of the need to take into account actual facts and realities.

One delegate felt that the reference to colleges for civil servants in paragraph 12 of the specific recommendations to Member States is superfluous.

A number of delegates wished note to be made of the fact that the project referred to in paragraph 6 of the recommendations to the Director-General should be financed by extra-budgetary funds supplied by the countries concerned.

24. Following a discussion of the draft report, and having noted and incorporated the suggested amendments, the Commission unanimously adopted it.

* These draft recommendations were subsequently adopted by the Plenary as Recommendations 1 (ex DR.25) and 2 (ex DR.23)

REPORT OF COMMISSION II

Item 7(b) of the agenda - The impact of the new information technologies on education systems

Introduction

1. Commission II held five meetings, the first on 21 September to elect its Chairman. On 22 September it elected its Vice-Chairman and Rapporteur, and began the examination of item 7(b) on the Conference agenda, which was continued in the subsequent meetings. The Commission examined four draft resolutions and also adopted its report at its final meeting.

2. Mrs Elena Veigueta, Director of New Technologies at the Spanish Ministry of Education and Science, was elected Chairman of the Commission. Mr Arvid Staupe, Head of the Ministerial Secretariat for Data Technology in Schools in Norway, was elected Vice-Chairman, and Mr Dentcho Batanov, Deputy Director-General of the Bulgarian Centre for Research in Informatics in Education, was elected Rapporteur.

3. The Director-General's representative introduced the reference document, Informatics in education: trends and achievements by international organizations and prospects for further co-operation (ED-88/MINEDEUROPE/REF.5), drafted by the Unesco Secretariat after consultations with relevant intergovernmental and non-governmental organizations working in the region. He drew the attention of the participants to its conclusions relating to existing programmes implemented by various organizations and asked them to consider possible extensions for co-operation.

4. Introducing the agenda item to be considered by the Commission as set out in Chapter III of the working document entitled Prospects and tasks of educational development in Europe at the dawn of a new millennium (ED-88/MINEDEUROPE/REF.3), the Chairman suggested that the discussion be organized around the agenda item's three major themes: (i) presentation of the main applications of the New Information and Communication Technologies (NICT) in education, (ii) strategies and (iii) future developments. She invited participants to examine the questions posed in the working document and the analysis of the problems contained in the reference document.

Presentation of the main applications of the New Information and Communication Technologies (NICT) in education

5. Every country in the region is implementing programmes using the NICT, especially computers, in formal education systems. These range from the provision of a microcomputer for every 50 students, of teams writing educational software, and of teacher support services in some Member States, to pilot projects in a few institutions in others. There are many reasons for the growth of activity in this area. As members of a future society, students will come into contact with computers in many aspects of their daily life. General computer literacy to avoid new social inequalities is a current goal in most countries, but as computers become more pervasive in society and familiarity with them becomes generalized, training in the technical aspects of their use may no longer be a priority. Also, computers will become more 'user friendly'. However, the work-place will become more technological, hence the need now for computer training for those in technical, vocational and secondary institutions.

As new technology becomes too expensive for schools, new ways of co-operation between industry and schools will be necessary to provide this technical training. Computers can be interfaced to function as aids for disabled persons to facilitate their integration into regular schooling and into productive life. Computers are also pedagogical tools, but the combined experience of the Member States of the Europe Region is of limited duration and what is possible and desirable is only beginning to be known. There is no agreement on the need for learning computer programming as part of general education. Some Member States reserve programming for the education of specialists, believing that computer literacy will suffice for working with tomorrow's computers, while others teach programming for a more complete understanding of computers and as part of mathematics and science instruction. Only a few speakers mentioned the possibility of using computers as tools for the management of schools and educational systems, or the impact of their use on educational planning.

6. It was generally agreed that in practice the introduction of the NICT is not sufficiently related to the humanistic, cultural and international dimension of education, the topic of Commission I. Students and their teachers in the new millennium will face a changed and changing world, and thus will need the ability to think conceptually, critically and creatively. They should learn about the interdependent nature of the world through a study of history, geography and political and economic systems. Foreign languages, communication skills and lifelong self-learning will be increasingly necessary as job requirements change rapidly. All students should develop constructive relationships with others based on respect, trust, co-operation and consideration as one aspect of moral and ethical behaviour. Attaining these goals may be facilitated by the use of the new tools of information technologies (interactive video, CD-ROM, teletext, videotex, communications networks, etc.) in the teaching and learning environment and new pedagogical methodologies.

7. Teachers should have freedom to choose pedagogical methods suitable to each student and hence should use a computer flexibly as one of several available options. The students themselves and their personal development must remain at the centre of education, always in an active role and never merely reacting passively to computer programmes.

8. The question of education of women and girls in the fields of NICT was also discussed. It was agreed that attention should be given to the question of motivating girls and women to participate in the use of computers.

9. What evidence exists about the effects of NICT, especially computers, on student learning? Most Member States have introduced computers into education only recently, hardly enough time for impact evaluation. Research is not complete enough to give clear answers. At the micro-level, if computers are introduced in schools without other changes, there is inconclusive evidence of an improvement in students' critical thinking. Some participants believed there is no evidence that computers improve cognitive development. Perhaps the question is at fault. Since computers in schools offer a completely different educational setting, one should examine a different type of question related to their new use, rather than try to measure changes in learning when computers are used in a traditional setting. Most speakers called for more research, based more upon qualitative than quantitative considerations, especially at the macro-level, and an exchange of such information to guide Member States before large-scale utilization of NICT in their school systems. An example of such macro-research is the current 'Computers in Education Study' by the International Association for the Evaluation of Educational Achievement (IEA) in which many Member States of the Europe Region are participating. Greater caution and the conduct of experimental pilot projects were mentioned several times as necessary pre-conditions in any country for the large-scale introduction and use of NICT in education. At the same time, more in-depth studies on possibilities and ways of transforming and adapting experiences were also called for.

Strategies

10. The reorganization of educational structures was considered by many delegates as necessary in order to attain new education goals. Only then can the NICT be fully exploited, not as goals in themselves, but as educational tools. Little change has been made in the content and methods of school disciplines to accommodate NICT, despite the increasing use of technology in society. Computers have been added, but not integrated in schools. The scientific foundations of NICT should be a substantial part of school curricula. Several speakers warned that present computer use in schools would only prop up outmoded structures and hinder necessary reorganization.

11. Educational software development, and in particular the lack of appropriate software and good quality, concerns all Member States. Teams consisting of specialists in curriculum, teaching, and programming can best prepare courseware which is flexible and easily integrated into classrooms. Software should address the different teaching and learning needs, making full use of possibilities offered by computers, e.g. graphics software for mathematics classes, computers equipped with sensors enabling students to work in the laboratory as real scientists using advanced technology, and communications with distant data bases encouraging international co-operation among schools. Some Member States called for co-operation especially in preparing and exchanging software, while others disagreed, as they considered the cultural implications of importing teaching software too great. A third view was that exchanged software could be adapted in language and culture to a new setting. Some delegates felt that instruments need to be improved for evaluating teaching-learning software, and annotated bibliographies of suitable software, indicating the requirements for use, should be prepared.

12. Teachers were considered by all speakers to be at the heart of implanting NICT into schools, and hence pre-service and in-service teacher training was of paramount importance. New types of teacher education courses were necessary for teaching with and about the NICT. It is necessary to provide in-service training to all teachers so as not to polarize the profession into those who could use the NICT and others who had not been given the opportunity to learn their use. Many participants stated that documentation of experiences of successful teacher education programmes should be exchanged among Member States.

Unesco's role in regional and international co-operation

13. Participants expressed their views in this regard, both in their statements and during the time allocated for discussion. The following fields of action were mentioned to be stimulated especially by Unesco:

research on the micro-level of teaching and learning concerning pedagogical, didactical, psychological issues and impact on content and methods;

research on the macro-level of education systems concerning strategies of implementation and use of NICT, transfer of experience, impact on structural changes;

courseware development methodologies;

pre- and in-service teacher training about and with NICT.

14. As far as ways and methods of co-operation are concerned, the different international, governmental and non-governmental organizations should take into consideration each others' programmes. Special emphasis should be put on harmonizing these activities within Unesco's regular and participation programmes, extra-budgetary projects and the Intergovernmental Informatics Programme (IIP). There were different views concerning the level of co-ordination expected from Unesco. A common agreement was achieved concerning the need for gathering, processing and distributing information, including statistics, concerning NICT in education as a need, which could be met by Unesco, using the possibilities offered by data-base creation. Some delegates were cautious about the usefulness and possibilities of any form of courseware exchange, while more of them suggested the pooling of prototypes, promotion of exchange and even co-production in sciences and/or human and social studies. It also seemed necessary to use telecommunications technologies in order to carry out these activities and to set up a special team of experts to define common projects in given fields and topics relating to NICT.

Conclusions

15. All participants agreed that there were common concerns with respect to the role of NICT in education. While there is agreement that NICT should be integrated into formal schooling, there were differing opinions on ways in which it should be done and the extent to which different technologies are truly useful. Further research is necessary to determine their relative effectiveness. Teacher training is of paramount importance, and NICT should be used in the task.

PART IV

GENERAL CONSIDERATIONS AND RECOMMENDATIONS

The proceedings of the Fourth Conference of Ministers of Education of Member States of the Europe Region, organized by Unesco in conjunction with the United Nations Economic Commission for Europe, were conducted in a constructive atmosphere of mutual understanding, revealing a substantial convergence of views concerning the crucial problems that education must solve on the threshold of the third millennium. The proceedings also brought to light Unesco's important role, in its fields of competence, as a forum for East-West dialogue in a spirit of mutual goodwill and trust.

The emergence in Europe of a situation conducive to the development of co-operation helped the Conference to produce fruitful results. It became apparent that by collective effort it should be possible to transcend the limits of traditional approaches, to reach a deeper and more solid consensus regarding everything that constituted the vital cultural and educational interests of Europe as a whole and to promote more active and more wide-ranging regional co-operation.

The Conference reaffirmed the commitment of its participants to those basic objectives and values that would ensure that future generations were better prepared for life and communication and for work in Europe and for Europe, in the world and on behalf of the world community. This is the task to which contributions must be made by education for international understanding, co-operation and peace, education relating to human rights and fundamental freedoms, the continued pursuit of the basic humanist mission and of the democratization of education, and by the strengthening of its international and cultural aspects and of awareness by young people and adults of the need to respect the rights and freedoms of the individual and of their own responsibility for the future.

The Conference recognized that the time has come for a review of educational policies and practices with a view to contributing to sustainable development, in accordance with the recommendations of the World Commission on Environment and Development and taking into account the global ecological crises that are threatening societies.

The Conference considered that co-operation in education made an irreplaceable contribution to the building of a Europe based on solidarity.

While respecting the equal dignity of all cultures and taking care to preserve cultural identities, international relations in the field of education should help to promote humanism, Unesco's basic *raison d'être*, exchanges of spiritual values, understanding among individuals and among peoples and a deeper appreciation of the diversity and unity of the modern world, of its real pluralism and of its interdependence. The use of new information and communication technology in education could play a constructive role in this connection.

With a view to strengthening co-operation in education in the Europe Region, interesting suggestions were made in the course of the discussions both on the enhancement of existing mechanisms and on the possibility of introducing new co-ordination procedures. These suggestions require detailed and continuing study.

There was unanimous agreement on the priority that should be given to education, including budgetary aspects. Some participants expressed the idea that reduced expenditure on armaments might result in increased resources for education.

The Conference observed that favourable political trends becoming established in the Europe Region had encouraged a new approach to educational and cultural questions and was making possible improvements in the quality of international co-operation in the educational field.

The Member States also agreed that co-operation between the Europe Region and the other regions of the world should be strengthened, particularly in the major fields touched on in the course of the Conference, since they concerned all the regions, and the demands of universal solidarity needed to be taken into account.

On this basis, the Conference adopted the following recommendations:

A. THE HUMANISTIC, CULTURAL AND INTERNATIONAL DIMENSION OF EDUCATION

RECOMMENDATION 1

Developing international education within the perspective of the diversity of the common European cultural tradition

The Conference,

Recalling the Preamble and Article I of Unesco's Constitution,

Appreciating Unesco's contribution to the construction of 'the defences of peace' in the minds of men and 'to peace and security by promoting collaboration among the nations through education, science and culture',

Recalling Unesco's many and varied undertakings for the strengthening of international understanding and co-operation, peace and respect for human rights, in particular the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms (1974), the resolutions of the Intergovernmental Conference on Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms (1983), and the various recommendations of other congresses and conferences,

Taking note with interest of resolutions 13.1, 13.4, 13.5 and 13.6 of Unesco's General Conference at its twenty-fourth session,

Bearing in mind that thanks to these undertakings, the humanistic and cultural dimensions of education are being accorded ever greater priority, which is of major significance for Europe and the whole world on the eve of the third millennium,

Considering the common cultural and historical identity of the peoples of the Europe Region, combined with great ethnic and linguistic variety and with diversity in modes of thought and conduct,

Recalling Article 26(2) of the Universal Declaration of Human Rights, which states that: 'Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights',

Considering the well-established growth of awareness of human rights and the development of education in this field, including political, legal, socio-economic, historical and cultural aspects,

Considering that the fact of belonging to the Europe Region, sets the education systems of the countries of the region a particularly important and responsible task as regards the preservation and development of the European cultural tradition - notably the common European humanistic tradition of free thought as one of the corner-stones of Europe - our common home,

Considering that on the threshold of the twenty-first century, the humanistic, cultural and international dimensions of education should more than ever before occupy the foremost place in the activities of teachers in primary and secondary schools, educational institutions and education departments, together with the appropriate information and training,

Considering that the humanistic, cultural and international dimensions of education should be combined, on the basis of a recognition of the fundamental aspirations of every individual and every human community to a solid and secure peace, giving scope for free self-expression by individuals, peoples and cultures, to encourage the international dimension in all kinds of education and make it easier for individuals to act in the spirit of universal interests and of priority solutions to global problems,

Recognizing that the teaching of foreign languages and literature, including those that are little studied, is one of the most important means of education in a spirit of respect for other cultures and of constructive co-operation with other peoples,

Convinced that the content of international education curricula can also give fresh impetus to civic education,

Considering the active part the younger generation must play in the process of building a democratic international order based on respect for human rights,

Considering the increasingly broad and active involvement of civil servants in international co-operation programmes and particularly their special role in the preparation of the relevant documentation,

Recommends to the Member States:

1. that they approve, as the most important goal for the development of national education systems and the development of co-operation in the field of education, the instruction, education and intellectual, moral and vocational training of the younger generation and also of older people, so that they have a more lively perception of the values, thinking and behaviour that follow from recognition of the humanistic, cultural and international dimensions of education;
2. that they strengthen, in particular, in accordance with Article 18 of the 1974 Recommendation, the humanistic character of education in its international dimension through close study of the problems of the modern world, of the crucial challenges they pose for humankind - the safeguarding of human rights, the defence of peace, protection of the environment, the promotion of development - and of the contribution international co-operation can make to the addressing of these problems;
3. that they expand efforts at the national and international levels to review syllabuses and courses in all types and forms of education within

the framework of an integral concept of humanistic, cultural and international education as a continuous process starting with pre-school education and continuing through all levels of school, university and postgraduate education;

4. that they expand research in universities and scientific institutions into various aspects of the humanistic, cultural and international dimensions of education;
5. that they give all possible encouragement to the development of interdisciplinary education relating to the human being and the human factor in socio-economic development;
6. that they support and actively participate in seminars to train primary- and secondary-school teachers in the spirit of education with humanistic, cultural and international dimensions, leading to the establishment of a European network;
7. that they encourage individuals and institutions to participate in the networks set up by Unesco for the implementation of the 1974 Recommendation on 'international education', such as Unesco Clubs and the Associated Schools Project, incorporating higher-education institutions, and to share with Unesco their experiences and efforts in international co-operation for improving school textbooks;
8. that they give all possible encouragement to and increase visits and exchanges between teachers and pupils from different countries and exchanges of documentation and information, and make greater use of modern telecommunications and electronic and video links and communications as a means of strengthening humanistic and cultural education and education with an international dimension;
9. that they incorporate in training programmes for teachers of foreign languages and foreign literature a component concerned with education for a greater understanding of other peoples and their cultures; pay more attention to developing the teaching of less widely studied languages and literatures by including them in school and university curricula;
10. that they enhance the element of international co-operation, tolerance, international understanding and human rights in textbooks and other teaching materials;
11. that they promote the introduction of the spirit and the subject-matter of international education into civic-education curricula and recommend that special attention be paid within these curricula to the study of human rights and to the role individuals and human communities are called upon to play in its implementation at national and international levels;
12. that they consider the desirability of including courses on education with an international dimension, in the letter and spirit of the 1974 Recommendation, in the syllabuses of colleges for civil servants;

Recommends to the Director-General of Unesco:

- (a) that he support the efforts of Member States and organize jointly with them an exchange of information about practical work connected with the review of syllabuses and school textbooks within the framework of an integral concept of humanistic and cultural education and education with an international dimension;

- (b) that he prepare and propose to Member States measures for the further development in the countries of the region of the Associated Schools Project and the Unesco Clubs, the possible dissemination to other educational institutions of the experience of those schools and also the harnessing of the experience in education with an international dimension acquired by the Associated Schools and other schools and educational institutions;
- (c) that he devise, in connection with the World Decade for Cultural Development, a series of measures to expand the teaching of foreign languages and civilizations in a spirit commensurate with the requirements for humanistic and cultural education and education with an international dimension;
- (d) that he examine the feasibility of launching an European project to promote greater mutual understanding and co-operation through the study of foreign languages and literature;
- (e) that he promote the development of the activities of the information centre in Venice by assisting teachers of less widely studied languages;
- (f) that he examine the feasibility in the near future of a project for the preparation of works on the history and culture of the States of the Europe Region, to be studied by the General Conference of Unesco at its twenty-fifth session;

Requests the Director-General to devote particular attention in Unesco's programme to the education for international understanding and co-operation of young people in the countries of Europe.

RECOMMENDATION 2

Environmental education with humanistic perspective

The Conference,

Recalling the recommendation of the World Commission on Environment and Development, as presented to the United Nations General Assembly in the autumn of 1987 by the Norwegian Prime Minister, Dr Brundtland,

Noting resolution A/RES/42/187, adopted by the General Assembly of the United Nations at its 42nd session, which calls upon governments, United Nations organs, international agencies and others to review their policies with a view to contributing to sustainable development,

Further recalling:

the results of the United Nations Conference on the Human Environment (Stockholm, Sweden, 1972),

the Unesco Intergovernmental Conference on Environmental Education (Tbilisi, Union of Soviet Socialist Republics, 1977),

the results of the seminar on the role of the university in environmental education, organized jointly by Unesco and the International Association of Universities (Budapest, Hungary, 1983),

the Unesco/UNEP International Congress on Environmental Education and Training (Moscow, USSR, 1987), and

resolution 10.1 (i) ((ii) and (iii)) adopted by the General Conference of Unesco at its twenty-fourth session and decision 4.1, Annex, Part II, paragraph 10 (c), adopted by the Executive Board at its 129th session (2 and 10 (c)),

Recognizing the deep crises of the environment manifested by general pollution, by a serious deficiency of natural resources and the degradation of the natural and human environment,

Considering that the origins of the environmental crisis are essentially socio-economic and cultural, as is shown by man's deterioration of the environment,

Mindful of the close interdependency between peace, security, development and environment,

Recognizing the necessity of distributing material resources more equitably between industrialized and developing countries,

Noting that several of the world's problems, particularly those relating to the most serious forms of pollution, are of particular concern to the Europe Region of Unesco,

Emphasizing the need, in a situation in which the future of humankind is at stake to inculcate in the young a new awareness and increased knowledge of the ecological crisis, as part of the humanistic dimension of education and the fundamental role education has to play in bringing about sustainable development,

Appreciating the role of the Associated Schools with regard to the exchange of information and experience between pupils as well as between teachers,

Recommends to the Member States:

1. that they review their educational policies and practices in view of the global ecological crisis and the recommendations of the report of the World Commission on Environment and Development;
2. that they take the necessary steps to make this perspective an integral part in the education and training of professional groups - especially of teachers - whose activity can influence the quality of the environment;
3. that they stimulate research and development in this field, share their experience in environmental education and intensify their participation in co-operative actions such as the Associated Schools Project;

Recommends to the Director-General of Unesco:

- (a) that he promote dissemination of the findings of science and technology and exchanges of the experience of schools and other educational establishments that have engaged in environmental education by taking practical measures to protect their environment;
- (b) that he examine the possibility of intensifying environmental education by the linking and co-ordination of university, school and out-of-school activities in the field of environmental education, paying special attention to the existing network of the Associated Schools and the inclusion in this project of schools that may contribute innovative experience in environmental education;

- (c) that he support such action by providing material relevant to the protection of the environment and examine the possibility of providing financial assistance for schools and other establishments in this area of concern;

Requests the Director-General to give high priority to educational programmes relating to environmental education aiming at sustainable development in the Organization's Programme and Budget for 1990-1991 and the Medium-Term Plan for 1990-1995.

B. THE IMPACT OF THE NEW INFORMATION AND COMMUNICATION TECHNOLOGIES (NICT)
ON EDUCATION SYSTEMS

RECOMMENDATION 3

Developing educational programmes, teacher training and
research in response to the NICT

The Conference,

Referring to 24 C/Resolution 4.8 and 23 C/Resolution 4.11,

Bearing in mind the clear evidence of the decisive influence of the new information and communication technologies on all the socio-economic factors contributing to the development of contemporary society,

Aware of the strategic importance of the education system for the training of human resources, which is the most important factor in the development of a nation,

Noting that in Major Programmes IV, V, VI and VII of the second Medium-Term Plan of Unesco, as well as in the Intergovernmental Informatics Programme and the International Programme for the Development of Communication, reference is made to the various aspects of the application of the new information and communication technologies in education,

Taking account of the experience and results of national and international programmes and projects for the introduction of computers and other information technologies into the educational process and the management of the education system,

Taking account of the recommendations of the first and second international conference on 'Children in the Information Age',

Recommends to the Director-General:

- (a) that he emphasize the exchange of information about the design of new educational programmes whose content should be appropriate to the era of the new information and communication technologies;
- (b) that he increase Unesco's technical assistance and advisory services to the Members States of the Europe Region in the area of methodology for teacher training and applied research in the field of new information and communication technologies within the education systems.

RECOMMENDATION 4

Using the NICT for disabled persons

The Conference,

Recognizing that Member States are investing substantial resources in the use of new information and communication technologies in education,

Bearing in mind the need to prepare future generations to live in a society that is marked by the growing role of information and communication technologies,

Emphasizing the need to ensure that students in all kinds of schools have access to the new information and communication technologies in such a manner as will prevent the emergence of new social and cultural inequalities,

Recognizing that new information and communication technologies are effective in the teaching and training of physically and mentally disabled persons, as they offer several specialized and appropriate input-output devices, thus compensating for disabilities and preventing further disadvantages,

Recognizing the need to make NICT available to disabled persons,

Recommends to the Director-General of Unesco that he study the possibility of intensifying the use of dissemination structures through which users can seek and exchange information about the use of information and communication technologies for disabled persons, especially in relation to hardware and software requirements.

RECOMMENDATION 5

Developing and exchanging computer courseware

The Conference,

Bearing in mind:

that the quality of available courseware varies greatly and should be improved,

that high-quality courseware is essential for the improvement of computer-assisted education,

that the quality of courseware depends on improved methods of courseware development,

that some countries have in their national programmes for the introduction of new information technology gained some insight into methods of courseware development and the functioning of interdisciplinary teams in this respect, whereas others are in the first phase of such developments,

Recommends to the Director-General that in the Unesco programmes, especially through the International Bureau of Education (IBE), and by making use of the existing expertise within non-governmental organizations and other multilateral organizations, consideration be given to:

- (a) promotion of the exchange of knowledge in methods of courseware development and the dissemination of this knowledge and experience, including details of the availability of prototypes and samples for the development of courseware and existing data on their validation in practical experimentation;
- (b) promotion of research in courseware development on increasing the contribution made by new information technology to the formulation of new teaching and learning methods.

RECOMMENDATION 6

Individualized distance education

The Conference,

In view of the necessity of disseminating information about new information and communication technologies, in particular with regard to post-secondary education,

Stressing the important role the new information and communication technologies can play in training and human resource development,

Emphasizing the need for a flexible labour force in relation to rapid technological and social change,

Furthermore stressing, in view of this, the necessity of placing more emphasis on a modular and interdisciplinary approach to the development of curriculum material,

Also emphasizing the outstanding advantages of distance education, such as study independently of time and place,

Recommends to the Director-General that in the Unesco programmes, and especially through the CEPES, and by making use of the existing expertise of non-governmental organizations and other multilateral organizations, consideration be given to the promotion of studies in the field of modular, individualized distance education.

C. REGIONAL AND INTERNATIONAL CO-OPERATION

RECOMMENDATION 7

Priorities and procedures for co-operation

The Conference,

Convinced that at the dawn of a new millennium Europe faces tasks that call for the identification of common goals and the finding of common paths across boundaries between nations and between political or economic systems,

Mindful of the significance of appropriate co-operation and of a result-orientated dialogue for the strengthening of confidence and the development of a climate of reason and realism in Europe,

Further convinced that the accomplishment of those tasks requires further progress in exchange and co-operation on all levels, between individuals, institutions, organizations and nations,

Taking note with interest of the wealth of co-operation and exchange developed between intergovernmental organizations, governments, non-governmental organizations, schools, universities and research institutes in the field of education within Unesco's Europe Region in the years since MINEDEUROPE III, as referred to in the working document of this Conference (ED-88/MINEDEUROPE/3),

Considering the progress made in the field of educational co-operation, on the basis of the Final Act of Helsinki and of the Conference for Security and Co-operation in Europe (CSCE),

Considering that the Europe Region is able to make an effective contribution to the Organization's intellectual work of studying the demands on education on the threshold of a new millennium,

Reaffirming resolution 18.1 adopted by the General Conference of Unesco at its twenty-fourth session, on the promotion of co-operation in the Europe Region, as being relevant also in the field of education,

Noting in particular:

the marked progress of inter-agency co-operation in the region, including, among other things, co-operation and exchange of information between Unesco, the United Nations Economic Commission for Europe (ECE) and other agencies in the region in preparing for and following-up the Conferences of Ministers of Education convened by Unesco and those convened by the Council of Europe and by the socialist Member States and the five All-European Conferences of Directors of Educational Research Institutions, the next of which will be convened jointly by the Council for Cultural Co-operation (CDCC) of the Council of Europe, Unesco through its Institute for Education (UIE), Hamburg, and the European Information Centre for the Further Education of Teachers, Charles University, Prague,

the work of the European Centre for Higher Education (CEPES), Bucharest, and of the Regional Committee for the application of the Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the States belonging to the Europe Region (resolution 5.6 adopted by the General Conference at its twenty-third session),

the development of Unesco's CODIESEE network of institutions in the fields of educational planning and research in Member States of southern and southeastern Europe, with increasing involvement by institutions from other parts of the region, as documented in the impact evaluation report of Unesco's networks for educational innovation, and

the results of the joint studies in education, prepared through the co-operation of National Commissions for Unesco in the region and evaluated at an expert meeting of Unesco in 1987 (Ottenstein, Austria), and expressing its interest in this original form of co-operation, whose financial costs are borne mainly by the participant Member States and which has already led to a broadening of knowledge in fields lending themselves to a comparative approach to experience in the Member States of the region,

Appreciating the efforts of Unesco and other intergovernmental organizations in initiating and supporting co-operation activities between Member States of the Europe Region in the field of education,

Taking note with interest of the decisions taken by Unesco's Executive Board during its 129th session, concerning the Organization's third Medium-Term Plan,

Convinced that the implementation of the important tasks to be set for Unesco in its third Medium-Term Plan (1990-1995) and within the context of the World Decade for Cultural Development, co-ordinated by Unesco, call for further improvement in the coherence and visibility of the contribution of the Europe Region,

Reaffirming the need to encourage the free exchange of ideas and the sharing of educational experience, particularly within the Europe Region of Unesco,

Considering the progress already achieved in this field and the favourable climate for the advent of a new European trend of co-operation through the strengthening of existing procedures,

Considering, in addition, the responsibility lying upon the countries of the Europe Region to support Unesco's action for the development of education in all the regions of the world,

Recommends to the Director-General:

- (a) that he study the possibility of further improving the co-ordination of the Organization's education activities in the Europe Region with activities conducted by intergovernmental bodies and non-governmental organizations active in the region, with a view to strengthening the efficiency and complementarity of parallel or joint activities;
- (b) that he study the possibility of optimizing the use of available resources and of giving more coherence and visibility to Unesco's action, through reporting on selected programme activities and on Unesco's networks in the field of education in a newsletter for the Europe Region;
- (c) that he study the possibility of presenting the relevant activities, in the Organization's Programme and Budget, in the form of a regional education programme aimed at giving more visibility to these activities;
- (d) that he submit to one of the forthcoming sessions of the General Conference proposals for further improving the co-ordination of Unesco's activities relating to European educational co-operation;
- (e) that he continue to provide technical and financial support under the Organization's regular programme for the publication and widest possible dissemination of the findings of joint studies carried out by National Commissions for Unesco;
- (f) that, within the limits of the existing budget, he assist the Organization's educational networks to make a successfully contribution to international co-operation in the Europe Region;
- (g) that he study the possibility of extending the mandate of the CODIESEE network to the whole of the region, further devoting particular attention to subregional co-operation in the southern and southeastern parts of the region;
- (h) that he submit a report on Unesco's education activities in the Europe Region to the General Conference at its twenty-fifth session;

Recommends to the Director-General also:

- (i) that he undertake a feasibility study in co-operation with Member States, associating with it the Organization's consultative machinery, and possibly draw up a plan for the establishment, under Unesco's auspices, of a 'university of the peoples of Europe', to be an international academic and scientific institution concentrating on studies and instruction relating to major problems concerning the whole of Europe, its history, languages, culture, ecology and the future development of the peoples of the region, operating as a collective organization of interested countries in close co-operation with other regional and national institutions, inter alia by means of equivalent exchanges and the creation of joint structures and co-operative networks, and basing its contacts and communication on the principles of an open university and on massive use of new information technology;
- (j) that he report on the results of the study to the General Conference at a forthcoming session;

Appeals to intergovernmental bodies and non-governmental organizations active in the Europe Region to assist Unesco to identify ways and means of further improving the coherence and visibility of regional co-operation in the field of education, with a view to encouraging Member States to pursue and intensify their co-operation in several fields of education;

Recommends to the Member States of the Europe Region:

- 1. that they take an active part in Unesco's efforts to strengthen international co-operation in the field of education;
- 2. that they disseminate information on Unesco's programme activities in the Europe Region within their national education systems and educational research institutions, with a view to increasing the number and quality of their contributions to the implementation of Unesco's regional activities;
- 3. that they promote individual and institutional participation in the launching of Unesco's third Medium-Term Plan;
- 4. that they continue to undertake joint comparative studies on themes of mutual interest, especially those on the agenda of this Fourth Regional Conference of Ministers, through their National Commissions, in consultation with Unesco and in association with networks of specialists;
- 5. that they assist Unesco to identify national liaison experts or co-ordination institutions for the functioning of the existing networks and joint activities in the field of education;
- 6. that they make use of existing ways and means of supporting Unesco's activities, such as the Associate Expert Scheme, fixed-term lending of professional and secretarial staff to the Organization, or voluntary contributions for assisting Unesco to give more coherence and visibility to educational co-operation between Member States of the Europe Region;
- 7. that they further develop exchanges between individuals and improve opportunities for travel, particularly for young people;

8. that they pool their ideas for stepping up their co-operation in the major fields for the future of education, which is on the agenda of this fourth conference;
9. that they support the efforts to be undertaken in these fields by the different organs of Unesco, in particular by the International Bureau of Education;
10. that they seek to make more widely known the forms and procedures of regional and subregional co-operation already tried out in the Europe Region and strengthen their participation in the existing machinery of consultation;
11. that they undertake an analysis to determine the best ways of satisfying the concerns of States in the region and giving greater consistency and prominence to Unesco's action;
12. that they provide assistance to intergovernmental and non-governmental organizations of the region that are active in the field of education;
13. that they give their full support to the initiatives of the Associated Schools and of the Unesco Associations, Centres and Clubs, which undertake useful work for mutual understanding between individuals and between peoples;
14. that they contribute as effectively as possible to Unesco's programmes, especially those that benefit the developing countries.

RECOMMENDATION 8

Strengthening CODIESEE

The Conference,

Recalling recommendation No. V.14 adopted by the Third Conference of Ministers of Education of the Europe Region (Sofia, 1980),

Bearing in mind that CODIESEE provides a useful and effective framework for co-operation between countries in the subregion and between their various institutions; that it is an instrument to develop activities that are highly relevant to the interest of a wide group of European countries and that it offers a mechanism of co-ordination with activities carried out by Unesco and other governmental and non-governmental organizations in Europe; and that it is an instrument for implementing programme priorities,

Noting with satisfaction that the Programme of Co-operation in Research and Development of Educational Innovation in South and South-East Europe (CODIESEE) has carried out a series of valuable projects facilitating the professional exchange of experience between national research institutes and stimulating educational innovation and change,

Noting also the success of the programme's extending itself to the whole of southern Europe,

Reconfirming the wish to see all the countries of the subregion participate in the programme, and emphasizing the flexibility and openness of the programme to further co-operation with institutions and organizations in other European countries, which are invited to participate actively in its implementation,

Considering that the education systems of south and south-east Europe, in spite of the diversity of national traditions and political systems, have many similar problems that intensified co-operation among educational research institutions can help to solve,

Considering the impact-evaluation report on Unesco's five regional and subregional co-operative networks of educational innovation and, in particular, the External Evaluator's recommendations concerning the development of CODIESEE, with emphasis on the necessity for a strong and efficient regional co-ordination unit,

Confirming the Evaluator's favourable evaluation of the programme and his recommendation that it should be continued and developed further as a key part of Unesco's strategy to promote educational innovation in south and south-east Europe,

Concludes that the infrastructure of the programme should be strengthened both at the national and at the subregional level, and consequently

Recommends to Member States participating in the programme:

1. that the projects and activities of CODIESEE be given due weight and importance by national governments and organizations in recognition of their undoubted contribution to the development of national education systems;
2. that national mechanisms be set up to increase the effectiveness and fruitfulness of these projects and activities, with the CODIESEE national co-ordinator playing a central role within these mechanisms in providing the necessary links, both internal and with international institutions;
3. that, effectiveness depending on funding, it is desirable that national activities within CODIESEE projects be supported financially by national governments in different ways and that governments contribute also to the funding of regional activities;

Recommends to Member States not part of CODIESEE that they examine the benefits of co-operation with CODIESEE in some of its projects;

Recommends to the Director-General that he examine the possibility of increasing the resources provided for the support and co-ordination of CODIESEE's activities and seek the extra-budgetary resources necessary for the aims stated.

RECOMMENDATION 9

Interregional co-operation

The Conference,

Recalling Unesco's Constitution,

Recalling resolution 13.4 adopted by the General Conference at its twenty-fourth session, concerning the implementation of the 1974 Recommendation,

Considering the fundamental nature of the principle of the universality of Unesco,

Reaffirming the need to pursue exchanges and co-operation between the Europe Region and the other regions of Unesco, particularly as regards education and within the framework of Unesco,

Considering the importance of these exchanges and this co-operation with the other regions in the context of the World Decade for Cultural Development and of the preparation of Unesco's third Medium-Term Plan, to be approved by the General Conference at its twenty-fifth session (1989),

Taking into consideration the present climate, which is favourable to co-operation among the States of the Europe Region, and the world situation, which still makes it necessary for there to be dialogue among the States and peoples of all regions,

Being of the opinion that the debates that have taken place during this Fourth Conference of Ministers of Education of the Europe Region will also be of benefit to co-operation with the other regions of the world,

Recommends to the Member States:

1. that they endeavour to draw from the achievements of this fourth conference whatever may be useful to co-operation in the field of education with the other regions of the world, particularly within the framework of Unesco and its organs and within the framework of relations among National Commissions;
2. that they give priority, in this connection, to those major themes of this fourth conference that concern all regions, such as:

the promotion of education for all;

combating illiteracy and functional illiteracy;

education and the environment;

the impact of the new information technologies in education;

multilateral research concerning content and methods in school and out-of-school education with the aim of developing mutual understanding and tolerance, combating prejudice and the stereotypes that still exist, encouraging respect for others and facilitating communication between human beings;

Recommends to the Director-General that he ensure the Organization's full support for these efforts in the resolutions adopted by the General Conference.

RECOMMENDATION 10

Co-operation in the use of the NICT in education

The Conference,

Noting that the development of the technologies of information and communication systems is offering not only new possibilities but also new responsibilities in the fascinating field of international co-operation in education,

Bearing in mind that these new possibilities include easy ways to stock and to transfer educational know-how and attractive instruments to promote direct interaction between participants in education, such as teachers, students and planners, belonging to different countries,

Mindful that the new challenges exist because it is not just economic and technical critical problems that must be solved but also problems in the cultural, social and political domains, where further advances are also urgently required,

Considering that new challenges still exist, because educational culture and management are themselves being transformed at the dawn of a new society that is marked by the growing role of information and communication technologies,

Reaffirming that a strong effort has to be made to cope with these problems,

Taking into account that the Europe Region has advanced know-how and long experience in this field, which should be shared and enriched by the other regions,

Recommends to the General Conference of Unesco that it stress within the programme and budget:

- (a) study of the feasibility of developing scientific and technical standards to facilitate international co-operation in the production of teaching aids (open learning systems, educational software, video and audio products, etc.);
- (b) the use of flexible mechanisms for the sharing of expertise and information between countries in all aspects concerning teacher training, learning materials and research in educational technology;
- (c) the improved use of international structures to promote, at all levels, equal opportunity of access to information and communication technologies in the field of education;
- (d) enhancement and integration of the cultural component within the programmes of education and training, using modern technologies;
- (e) study of the potential contributions of the information and communication technologies to the development of education for democracy and solidarity between different peoples and regions;
- (f) extension of the benefits of the information and communication technologies to education in less well-developed countries.

RECOMMENDATION 11

Overcoming illiteracy in the Europe Region and the world

The Conference,

Recalling resolution 42/104 of the United Nations General Assembly, resolutions 2.2 and 2.3 adopted by the General Conference of Unesco at its twenty-fourth session and decisions 5.2.4 and 5.1.1.III adopted by Unesco's Executive Board during its 129th session, on preparations for International Literacy Year and the tasks of the International Bureau of Education in connection with the Year,

Further noting the recommendations of the Workshop of Specialists in Europe on Prevention of Functional Illiteracy and Integration of Youth into the World of Work organized by Unesco in co-operation with the Unesco Institute for Education in Hamburg (1-5 December 1986),

Welcoming the recent inclusion in the respective work programmes of the Unesco Institute for Education, Hamburg, and other Unesco institutes of the issues of illiteracy and functional illiteracy,

Noting with interest the work of other international organizations in the Europe Region aimed at preventing and wiping out all forms of illiteracy and school drop-out and at enhancing appropriate media education,

Appreciating the important contribution of non-governmental organizations in the promotion of reading and writing for all,

Considering that functional illiteracy of adults despite compulsory schooling continues to be a reality in the Europe Region of Unesco,

Considering that special efforts are necessary in view of the rapid technological and social developments in order to ensure a certain standard of reading and writing and to help those who have virtually lost much of the reading and writing skills acquired at school,

Recommends to Member States:

1. that they promote reading and writing for all in both formal and adult education, giving special attention to the prevention of functional illiteracy, including appropriate treatment of dyslexia, at primary-school level, and to the motivation of adults to brush up reading and writing skills acquired at school and to utilize second or third chances of education;
2. that they give particular attention to the prevention of school failure, strengthen their efforts for youth and adults confronted with functional illiteracy and reinforce their concrete support for literacy programmes in developing countries, in particular in the frame of International Literacy Year;
3. that they bring together experts in all these fields for International Literacy Year, and for the 42nd International Conference on Education, to share their experience with Unesco and to intensify international co-operation in this field;

Recommends to the Director-General:

- (a) that he continue informing the public of Unesco activities aimed at overcoming illiteracy in all its forms in the Europe Region and at improving further the engagement of the Europe Region in the worldwide struggle against illiteracy;
- (b) that he develop dissemination and exchange of the results of outstanding studies and experiences in this field between the Europe Region and the other Unesco regions, intensify the collaboration of Unesco and other governmental and non-governmental organizations in the Europe Region in this field and study the possibility of holding joint expert meetings on the problems of illiteracy with these other organizations.

ANNEX 1

AGENDA

1. Opening of the Conference.
2. Election of the President.
3. Adoption of the Rules of Procedure.
4. Election of the Vice-Presidents and Rapporteur-General of the Conference and the Chairmen of the two Commissions.
5. Adoption of the agenda.
6. Organization of the work of the Conference.
7. The prospects and tasks of educational development in Europe at the dawn of a new millennium, particularly in respect to:
 - (a) the humanistic, cultural and international dimension of education in view of strengthening the foundations for international understanding, co-operation and peace and the protection of human rights, as well as for preserving and enriching European cultures;
 - (b) the impact of the new information and communication technologies on education systems.
8. Priorities and modalities for regional and international co-operation in the field of education during the 1990s.
9. Adoption of the final report and recommendations of the Conference.
10. Closing the Conference.

ANNEX 2

OPENING ADDRESSES

Address by Mr Michel de Bonnecorse
on behalf of Mr Federico Mayor,
Director-General
of the United Nations Educational,
Scientific and Cultural Organization

Address by Mr Gerald Hinteregger
Executive Secretary
of the United Nations Economic Commission for Europe

Address by Mr Michel de Bonnecorse
on behalf of the Director-General of Unesco
Mr Federico Mayor

Distinguished Ministers,
Excellencies,
Ladies and Gentlemen,

I must extend to you the apologies of Mr Federico Mayor, Director-General of Unesco, who was looking forward to opening this Conference. Unfortunately, as you can see, Paris has been fog-bound all morning. His plane was unable to land in Paris as scheduled. He will try to join us around noon. The situation is improving - yesterday he was in Tokyo and this morning he is in Marseilles. The Director-General is almost here; but under the circumstances I am going to read to you the address which he prepared for you.

I am indeed honoured to be able to join you in opening, at Unesco Headquarters, this fourth Conference of Ministers of Education of Member States of the Europe Region and it is with great pleasure that I welcome all the distinguished delegates of those States who are gathered together within these walls today.

The fact that so many ministers of education have made a point of heading their country's delegation to this Conference is ample evidence of the importance which your countries attach to it and, more generally, to international co-operation, of which Unesco is the mainspring in the field of education.

I would also like to welcome to our midst the representatives and observers of other States, the representatives of sister organizations of the United Nations system and the observers from the many international governmental and non-governmental organizations whose close ties of co-operation with Unesco have brought them to this Conference.

Distinguished Ministers,
Mr Executive Secretary of the United Nations
Economic Commission for Europe,
Excellencies,
Ladies and Gentlemen,

Eight years ago in Sofia, at the end of the third Conference of Ministers of Education of Member States of the Europe Region, the President of the Conference invited the participants to pursue their efforts for 'the future of the children of the coming century'. Since that time, Unesco has prepared and carried out its second six-year plan. The third plan, which the General Conference will adopt at its next session, will bring us to the threshold of a new millennium. The teachers who will educate the first generation of children of that millennium are already in our universities or will enter them this year. What must we do to prepare them to educate children who, first and foremost, will have to learn how to learn?

This fourth Conference of Ministers of Education of Member States of the Europe Region is being held while the preparation of the Organization's third Medium-Term Plan is going ahead, and on the eve of a congress which will undoubtedly be a landmark in the debate about the role of information, and of a high-level symposium on the revival of the teaching of ethical values. The Conference is therefore of special importance. The complexity of the problems that scientific and technological progress is raising for education systems and

Europe's need to approach these questions in a clear and unified way are bringing your region face to face with the worldwide responsibilities which it has in the preparation of the societies of the twenty-first century. It is Unesco's task to contribute to this to the full.

Studying the 'prospects and tasks of educational development at the dawn of a new millennium' is in fact something that all education systems must do. It is, nevertheless, important to see why it is of such particular significance for Europe. Here, more than anywhere else, one can sense a new society emerging, face to face with the global vision of a world criss-crossed by currents of communication which are reducing its scale and which call for the establishment of new forms of interaction between individuals and between States.

Eager for a constant renewal of knowledge - something which concerns a growing number of men and women - European society is naturally pervaded by fertile uncertainties. It is questioning its future and its values. It is up to our education systems to find answers to both.

In short, our era is in search of a globally valid and contemporary form of humanism as the necessary foundation for any educational project worthy of the name. The countries of the Europe region, with a strong secular humanist tradition behind them, can be of great assistance to Unesco in carrying out its vocation in this field - which is to help every person to play a responsible role both in their own communities and in the human family at large.

More specifically, no society can accept, within education systems, the conflict between the processes which are intended to contribute to the development of the personality and those which are intended to promote integration into the world of work. The universal dimension of science and the growing standardization of intellectual processes must be matched by the development of a value system based on an absolute respect for the human person and on a realization of the interdependence of all forms of activity in which human beings are involved.

Accordingly, modern humanism, the reference point to which present-day thinking on education systems consciously or less consciously turns, must take into account two essential facts: the one-world phenomenon, in which human history is taking on a global dimension; and progress in science and technology, which is occurring at a rapidly accelerating pace. The agenda of this Conference, which was drawn up in consultation with your States and after expert meetings, held in 1985 and 1987 at Unesco Headquarters, was based on these two observations.

Lifelong education, on which stress was laid by the Sofia Conference, leads to a profusion of activities that overflow well beyond the organized systems of formal education and involve non-governmental organizations, industry and a wide variety of community groups. It represents a non-formal response to hopes for an education which will help to solve the problems of people in society, the problems of knowing how to live. In this, Unesco is guided by two major concerns, one ethical - to promote greater solidarity between individuals and between peoples - and the other pragmatic - to increase the effectiveness of education, which must go beyond immediate concerns and adapt permanently to scientific and economic change.

In a region which may be experiencing this period change more intensely than others, the entire range of known approaches should, of course, be used but joint deliberation leading to the implementation of joint projects is also

needed. Unesco, as the only body to which all the States participating in the activity of these different organizations belong, can help them to become better acquainted and can offer the broadest prospects for concerted action.

In no way is it for Unesco to duplicate what has been done elsewhere. Its role, rather, is to produce a multiplier effect, or an effect of synergy, which will enable the States gathered here to make a better assessment of the impact of the processes they are experiencing and of the interdependence of the problems of our global civilization. In this regard, the two major themes proposed for the Conference agenda - the humanistic, cultural and international dimension of education and the impact of the new information and communication technologies on education systems - overlap and complement each other.

The humanistic, culture and international dimension of education is a theme familiar to all those who have participated in Unesco activities.

This theme in fact has its place in the persistent accumulation of knowledge that has been going on for three thousand years in this region, where culture has generated forms of expression of an exceptional variety. In a small area, easy to pass through, numerous migrations have facilitated exchanges of art and philosophy, science and technology. European societies have thus become to a large extent intercultural. I believe that becoming aware of this major historical fact and giving it prominence in the education of individuals is, for European countries, the starting point for an international education which, while reflecting the cultural intermixture of the region, should promote an awareness of the interdependence of individuals and societies in the world at large.

The world today is being profoundly influenced by the impact of the new technologies on ways of life and thought and on ways of regarding others as well as oneself. Young people are thus frequently being attracted by cultural models different from their own. The purpose of the World Decade for Cultural Development, of which young people should, in fact, be the most effective promoters, is to harness this will to break down barriers and this refusal to turn in on oneself in order to stimulate the awareness of a common European heritage and destiny. Intercultural education would be a way of introducing young people to an international education based on the desire to know, to understand and to work together with others.

The Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, which was adopted by the General Conference of Unesco in 1974, was an important advance in the pursuit of this objective precisely because it stressed the fact that the international, humanistic and cultural dimensions of education form an indivisible whole.

Many States of the Europe region have made considerable progress in integrating these concerns into their education systems.

In the countries of Europe, pre-school education is spreading, more and more young people are able to extend their education, and the ties between education, vocational training and retraining courses are growing closer. This is creating opportunities for interdisciplinary training courses, multidisciplinary approaches and the development and continuing adaptation of the content of education.

The second theme proposed for you to debate is the impact of the new information and communication technologies on education systems.

Of all these technologies, the one with the greatest impact is computer technology. The introduction of microcomputers has marked a turning point in education. From a few limited experimental projects in the last year of secondary school, we have, in less than ten years, reached the point in some countries of providing one computer for every 50 pupils. In this field, those responsible for education policies in your countries must both manage the short term and prepare for changes that are difficult to foresee. Once more, the emergence of new equipment is affecting everything in the education system; goals, methods, content and management.

Two approaches seem to be necessary here since new information technologies can be regarded either as subjects of study or as educational aids, each approach, of course, requiring separate consideration, but both remaining linked in any examination of strategies.

Can education systems offer 'computer literacy'? But what would its subject-matter be? Would it mean familiarizing pupils from their earliest years with the use of new technologies or, rather, introducing computer science at an early stage for its educational value as the science of data processing? It is not difficult to imagine the significance of programmes making it possible to manage information, to analyse and suggest programs stored by networks and data banks, and to offer new aesthetic forms of what is seen and heard. The people of the twenty-first century will also have to assess the impact of this power on the ethical dimensions of their lives, particularly as regards the safeguarding of individual liberties. The debate is likely to remain open for a long time yet and education systems will only be one of the many taking part.

There is no guarantee that comparing your experiences is going to bring a clear and immediate answer to our first question: are the new information technologies primarily a subject of study or a means of instruction? In most countries, more because of social pressure than because of any clear-cut educational demand, it has been impossible to adhere to a single approach. The urgent task is still to do something about the inadequate state of research on the use of computer technology in education systems, and to do something about the spread of such research associated with its development.

In the absence of research on the ways of acquiring knowledge, the deployment of cognitive skills and the development of the ability to learn how to learn, it is difficult to get to grips with the changes which the new information technologies have brought to traditional education. Education systems cannot for long remain on the outside of a movement which has already brought profound changes to the way work is organized in all sectors of activity. What we should do rather is to try to manage a process of rethinking which, starting with content and methods, is going to spread to the overall functioning of education and even to the design and organization of education systems.

Keeping track of, predicting and guiding this rethinking could be a matter for regional co-operation that seeks to establish a living fabric composed of the exchange of experience and documentation.

European co-operation, even in the field of education, where the structures inherited from the past are not always favourable, is indeed a prospect which is mobilizing a great number of potential participants. By proposing, in the form of recommendations, a conceptual framework for action, Unesco can help to fit co-operation in this region into the context of that international co-operation which it is responsible for promoting in the field of education and in science and culture.

One might ask in this regard if the moment has not come to envisage a major programme of European co-operation in education like those which are being carried out in other regions of the world in support, for example, of the campaign against illiteracy and the expansion and reform of primary education.

This regional programme, the priorities of which will have to be decided upon by the Conference, would make it possible to concentrate and co-ordinate the various co-operative activities already under way or whose launching is provided for in the plans and programmes of the Organization. Naturally, it would have to be based on already established mechanisms of co-operation and draw on the experience acquired, for example, in the joint studies programme of the European National Commissions for Unesco, the Programme of Co-operation in Research and Development of Educational Innovation in South-East Europe, and the Associated Schools Project.

In the discussion on the implementation of this co-operation, our first concern will be to point out that regional co-operation is the first stage in international co-operation, which it leads into, and that the arrangements and procedures for co-operation in education in the Europe region, as presented in document ED-88/MINEDEUROPE/Ref.3, aim to involve a whole range of participants and target groups.

The participants, of course, are the Member States but high-level specialists and, through them, the research or educational institutions they lead, must also be included. The participants also include the public at large which, to a certain extent, can play a direct part in Unesco activities through Unesco Clubs, the Co-Action Programme, non-governmental organizations and scientific communities, and which can also be offered goals, a framework and support for ventures or regular activities.

In this regard, Unesco's role is to be attentive, to remove obstacles to the flow of ideas and experience, to strengthen and develop the links resulting from numerous individual initiatives and to facilitate contacts.

Distinguished Ministers,
Excellencies,
Ladies and Gentlemen,

Need I say more? The working document will undoubtedly provide you with information to assist your discussion, both concerning the points on which co-operation could be established and concerning the search for new ways of making that co-operation work. Your choices inevitably lay heavy responsibilities on you. The final goal of the right to education, as defined in Article 26 of the Universal Declaration of Human Rights, remains the essential reference point for us all and the best guarantee that your deliberations will be successful. For their success, allow me to express my sincerest and warmest wishes.

Address by Mr Gerald Hinteregger
Executive Secretary
of the United Nations Economic Commission for Europe

Ministers,
Excellencies,
Distinguished delegates,
Mr Deputy Director-General,

At the outset I would like to express my appreciation for the invitation extended by Unesco to the United Nations Economic Commission for Europe to co-operate with Unesco in the organization of this fourth Conference of Ministers of Education of Member States of the Europe Region. As the Executive Secretary of the Commission I am privileged to address this distinguished gathering.

Close co-operation between Specialized Agencies of the United Nations family with a global mandate like Unesco and the regional commissions of the United Nations on matters concerning their respective region is to be very much encouraged, as there is considerable merit in pooling resources at a time when all international organizations are in the process of rationalizing their activities.

The Economic Commission for Europe (ECE) plays a unique role in furthering economic co-operation among countries of the region, in particular among those with different economic and social systems. It is the only permanent forum for East-West dialogue and multilateral co-operation on a broad range of economic and related issues. It has in the course of more than 40 years evolved in a dynamic manner, adapting its programme of work to the changing economic conditions in the region and the world at large. Today, as in the past, the ECE provides an effective forum for co-operation among its 34 member countries, comprising virtually all countries of Europe, both East and West, as well as the United States and Canada, in most fields of economic and related activities including trade; environment; science and technology; energy; transport; industry; agriculture and timber; human settlements; economic analysis and projects; and statistics.

The present period is characterized by a number of important processes in the region which have a significant impact on East-West relations in general and on East-West economic co-operation in particular. Some of those processes are essentially political, but as they condition the climate for economic relations, they also represent an important factor in international economic co-operation. Other processes are at first sight primarily economic, but they are at the same time political in the sense that they have been initiated by the top policy-makers of the countries or groupings of countries concerned, setting specific objectives to be attained and implying important changes or reforms of an internal or external nature which will certainly have also political effects.

The improvement of East-West relations is amply illustrated by the series of US-Soviet summit meetings and the signing of the historical INF Treaty on the elimination of a whole category of nuclear weapons. This agreement and further progress in effective arms reductions will not only enhance confidence and strengthen security, it will also free substantial resources which can be devoted to other areas, as for instance, economic, scientific and social activities.

The desire for economic reforms in the European centrally planned economies and particularly in the Soviet Union have recently gathered unprecedented momentum. The broad objectives of the reform process, which increasingly embraces other spheres of life, notably the social, political and juridical aspects of society, have made 'perestroika' a new international word.

While far-reaching reforms have been under way for years in some East European CMEA countries, others have initiated reform policies more recently and in a more cautious way. Still others seem at present to be satisfied with some minor refinements of existing economic mechanisms. We are therefore witnessing a phase of greater diversification in the development of the European CMEA countries.

Traditionally 'socialist integration' consisted basically of the co-ordination of national five-year plans aiming at a certain degree of division of labour among the member countries. Now, at the most recent meeting of the CMEA at the level of heads of government, far-reaching proposals for reforms of the CMEA were advanced by some countries, including the Soviet Union, aiming at the multilateralization of trade and the convertibility of eastern currencies which could eventually lead to the creation of a common market of 400 million people.

In Western Europe equally important processes are under way. The goal of the European Economic Community to establish a single market by 1992 is perhaps the greatest challenge for Europe and the world at large up to the year 2000 and beyond. The elimination of all obstacles to the free movement of goods, services, capital and persons among the EEC member countries will create a unified market of 330 million people which, alongside the United States and Japan, will rank among the economic giants of our world. The creation of the single market will certainly call for a reassessment of science and technology policies at the national, Community and international levels.

Important declarations have already been made by high-ranking spokesmen of the EEC on the future orientation of the Community. In his capacity as Chairman of the EEC Council of Ministers, the Foreign Minister of the Federal Republic of Germany, Vice-Chancellor Hans-Dietrich Genscher, stated on the occasion of the signing of the Joint Declaration of the EEC and the CMEA that the formation of the single market by the end of 1992 will give new dynamism to growth in Europe as a whole; that the Common Market will be an open market; and that the Community does not want to surround itself with protectionist walls and moats. Important as this very clear policy declaration is concerning the future attitude of the EEC towards non-member countries, it is equally important to realize that the process of adaptation to changing realities will not be an easy one.

Of particular significance in the context of East-West co-operation was the joint declaration, signed in June of this year, on the establishment of official relations between the European Economic Community and the Council for Mutual Economic Assistance. While the scope of substantive co-operation between these two organizations will be determined by their different modalities and objectives, their mutual official recognition will certainly give new impetus to East-West co-operation.

The Helsinki process involving practically all European countries as well as the United States and Canada has also gained new momentum during the past two years. The Final Act signed by the participants in the Conference on Security and Co-operation in Europe in 1975 and the follow-up meetings in Belgrade, Madrid and now in Vienna have particular significance for East-West

co-operation on an all-European and transatlantic scale. After long and difficult negotiations the Vienna meeting has entered upon its final phase. It is to be hoped that it can be brought to a successful conclusion within the next months, providing new and concrete mandates and proposals for further action in such crucial areas as security and conventional arms reductions, human rights and humanitarian questions, but also economic, scientific and cultural co-operation. In the so-called Basket II a number of important projects are under discussion in the fields of trade and industrial co-operation, environment, transport, science and technology and others which, if and when realized, will certainly provide new opportunities for East-West co-operation. As the United Nations Economic Commission for Europe and Unesco have traditionally been singled out as the most important instruments for the realization of proposals elaborated and agreed upon in relevant CSCE decisions, we can expect that as a result of the Vienna concluding document we will again be entrusted with the role of implementing projects in the areas of our respective competence, thus utilizing our long experience and accumulated expertise for the benefit of member countries.

Also at the subregional level important events have taken place recently. I am referring to the meeting of the foreign ministers of all six Balkan countries which took place in Belgrade in February 1988. The ministerial conference decided to promote co-operation among their countries in areas such as trade and industrial co-operation, agriculture, transport, energy and environment. Science and technology was specifically defined as an objective of such co-operation. Although this grouping comprises only a small number of countries its initiative adds a new dimension to East-West co-operation, as it combines countries belonging both to the Council for Mutual Economic Assistance (CMEA) and the European Economic Community (EEC) as well as Yugoslavia and Albania.

Such are the changing realities of the Europe in which we live today. It is in many ways a very different continent from that of June 1980, when this Conference last met in Sofia. It could be said that we are living through one of the most stimulating and dynamic periods of European relations in recent times; one which poses major challenges and affords golden opportunities. We must, however, be prepared and equipped to grasp those opportunities. The peoples of Europe must be equal to the task of dealing with the world in which they find themselves: the coming generation must be educated to cope with the world it will inherit from us. Our peoples must be trained to manage change in many areas.

In this sense the responsibilities of national policy-makers are great, especially when we consider the imbalances which plague our world and which are likely to get worse before they begin to get better, whether they be in the area of population growth, food security, economic development, energy policies or environmental pollution. It was a rather despondent H.G. Wells who said that 'Human history becomes more and more a race between education and catastrophe'. We can detect something of the same disquiet in the recent report published this summer by the Independent Commission on International Humanitarian Issues under the title of Winning the Human Race?

The governments represented in this important forum today are involved in major efforts at both the national and international levels to educate their peoples for the rapidly changing times in which we live. Ours is an era of rapid technological change and development, and there is perhaps no better example of this than the new information and telecommunication technologies, the so-called IT, which covers micro-electronics, computers, telecommunications and industrial automation. IT is permeating all areas of the economy, of our working environment, our homes and the way in which we use our leisure time.

The major obstacle to reaping the full benefits from IT is not of a technological or financial nature but rather one which is linked to the difficulty of training and recruiting personnel with the right skills and competence.

Between now and the end of the century the general decline of 'blue-collar' occupations will continue as many of the tasks are taken over by micro-electronically controlled machinery. At the same time new 'professions' of many kinds are growing up in response to the new technologies, especially IT. The number of people affected by the process of technological change is hard to gauge precisely and varies from country to country, depending on the level of economic development, the diffusion of technological progress and the qualification of the existing labour force. Estimates made in some countries of this region seem to indicate that the proportion may be as high as 50 per cent.

In analysing past and prospective trends in patterns of training and skills development, the critical role of qualifications linked to the development and management of the new information technologies is clear. Without adequately trained people it will not be possible to design and develop the constantly increasing range of products and processes incorporating these new technologies and to ensure their maintenance.

The process of phasing out or restructuring certain industries also has given rise to the need for major adjustment in the patterns of employment in a number of economic sectors throughout Europe and North America. Experience has shown that it is not easy to move labour from, for example, labour-intensive to knowledge-intensive industries and/or to service sectors. Skills and educational requirements are frequently different and incompatible. Labour-market policies need to be elaborated in conjunction with innovative educational programmes which focus on the changing needs of industry and of the service sectors. Special initiatives are also needed in order to promote the retraining of labour and, in the medium and long term, to modify and update the whole educational system in order to direct those entering the labour market to areas offering good employment opportunities.

Changes of this magnitude in the occupational structure and related training requirements pose a serious challenge for educational systems. Long-term projections of labour force by educational levels performed in both centrally planned and market-economy countries point in the same direction - towards an increasing share of the work force with full secondary or higher educational levels.

In addition to the quantitative expansion of existing educational systems, most perspective studies in ECE countries stress that there is a definite need for a more or less radical change in school curricula and teaching methods in order to equip those growing up in the coming decades with adequate scientific and technological knowledge. More generally, leaving aside school-age population and formal educational systems, in the new scientific and technological environment the concept of education and training should embrace the principle of lifelong education.

As training and retraining become a more or less permanent feature of working life, the question which arises is whether the educational and training systems, both formal and on the job, of ECE member countries will be able to meet the challenges raised by these new skill requirements, and whether existing levels of educational and training expenditures will be adequate to satisfy these needs.

Education expenditures are not conditioned solely by demographic factors. Thus, in most European countries, the cost of education increased sharply between 1960 and 1975, not merely because of the post-war 'baby boom' generation reaching school age, but rather because of qualitative improvements, including better teacher-pupil ratios, as well as the increase in compulsory schooling. Enrolment in pre-primary education also grew rapidly in many countries, due largely to the influence of rising labour-force participation among married women.

In many countries, however, the rise in educational expenditures slowed down considerably in the second half of the 1970s and the 1980s. This was partly explained by the drop in the school-age population which started to decline in absolute terms. But the main contributing factor in several countries was the adoption of more restrictive fiscal and financial policies which resulted in a considerable slowdown in the rate of increase of average costs per student. In the years ahead the decline in birth-rates and the ensuing drop in school-age population will continue to have a downward effect on educational expenditures. Indeed, demographic projections indicate that these effects will be particularly felt in countries of Western Europe and North America where the school-age population in the decades ahead is projected to be from 10 per cent to 20 per cent inferior to its level in 1980. However, if the requirement for both a quantitative and qualitative expansion of existing educational systems is to be met, it would appear reasonable to assume that in most ECE countries there will be a need for a higher share of domestic resources being allocated to educational services.

At the multilateral level the international organizations of the United Nations system continue to make a major contribution to this task each in their respective field, working together side by side wherever feasible to ensure the optimum utilization of scant resources. By way of example, I would cite the co-operation between ECE and Unesco in a number of fields where the sectoral and regional approach of ECE complements the Unesco global perspective, such as science and technology, water resources, the protection of flora and fauna, urban and regional research, the statistics of education and the economic role of women in this region. There are many practical ways in which co-operation between our two organizations can and must be reinforced in these areas. I am thinking particularly of the areas of science and technology and the protection of the environment.

In the field of science and technology, for example, the Senior Advisers to ECE Governments on Science and Technology which hold their annual session in Geneva this week are reviewing science and technology trends in the region, the changes in national policies, priorities and institutions, as well as international co-operation in general. They are also seized with the evaluation of research and development activities in the region and the role of forecasting in the formulation of science and technology policies. In more specific areas related to the transfer of technology, they are discussing the ECE Manual on Licensing Procedures as well as selected issues in biotechnology and the prediction of earthquakes. The direct relevance of these activities to the work of Unesco is evident. The practical results already achieved within the framework of the ECE could provide sound substantive material for the broader strategies of Unesco.

Few aspects of economic activity in the industrialized countries have prompted so clear a call for attitudinal change and re-education as that of environmental pollution. The fact that the need for environmental education has received considerable attention at the Vienna CSCE meeting is evidence of the

growing awareness of the urgency of this issue. It was also addressed at the meeting of Heads of International Organizations of the United Nations Family convened by Mrs Brundtland, Prime Minister of Norway, in July of this year.

The attitude towards the use of the environment in relation to economic growth, has changed significantly in recent decades, particularly in the developed countries. The countries of this region not only have a very high share of world production and consumption, but are also responsible for 70 per cent of world total SO₂ emission, 60 per cent of NO_x emission and more than 80 per cent of the total of chloro-fluor-carbons, the ozone-layer-depleting substances. In highly industrialized countries up to one ton of hazardous wastes per person per year are produced and approximately 10 per cent of this amount participates in transboundary movements. Every year some 1,000 to 2,000 new chemicals are added to the 80,000 already on the market, of which many may pose hazards to man and the environment. Fears that the costs of environmental protection would inhibit economic growth have proved to be unfounded. The attitude today is that continued environmental improvement and sustained economic growth are essential, compatible and interrelated policy objectives. As pointed out by the World Commission on Environment and Development, the so-called Brundtland Commission, a key concept is 'sustainable development', reflecting the view that the development process must be vigorously pursued, but that its continuation and expansion depend critically upon mankind's ability to maintain properly the environment and resource base which underlies such development.

Environmental awareness among the countries of this region has shown itself in the ECE, where a number of major legal instruments have been adopted in the last decade. In 1979 governments meeting at the ministerial level adopted a convention on long-range transboundary air pollution to mark their determination to work together at the international level for pollution abatement. In 1986 a protocol to the Convention was signed, aiming at a major reduction in the emission of sulphur dioxide, and a similar protocol will be signed in October in Sofia designed to establish an effective control on nitrogen oxide emissions. In addition to these important measures the Commission adopted this year a regional strategy for environmental protection and rational use of natural resources up to the year 2000 and beyond, as well as a declaration on the conservation of flora, fauna and their habitats. The strategy sets the framework for achieving conditions whereby sustainable economic development is compatible with the rational use of environmental resources. The ultimate aim of the Declaration is to construct a framework for the conservation of wild life in this region, particularly endangered and migratory species, thus maintaining essential ecological processes and life-support systems in the interests of future generations. Work is also under way in ECE on the elaboration of a code of conduct for the protection of transboundary waters against accidental pollution, as well as a charter on groundwater management. At the same time work is progressing on guidelines and principles for environmental impact assessment and on strategies for the 'cradle-to-grave' management of hazardous wastes.

This brings me back to my earlier remarks about science and technology, since it is clear that the changes required to bring about a significant and lasting improvement in our environment must be based upon the new technologies. This in fact amply illustrates that the complex issues of our modern world interlock and cannot be solved in isolation. We cannot broach the problem of environmental degradation without tackling issues of economic and industrial development, energy and transport policies, population growth, and social issues. It is only through an integrated approach which brings together a whole range of disciplines that we can begin to find new pathways for the future.

Like science and technology, environmental protection is also an area where vast educational perspectives are opening up. I have also shown that this too is a key area in which ECE's expertise and experience could serve as a solid base for Unesco's work in this field.

In conclusion, it is evident that we meet here today at a moment of transition in a region with many changing realities. This is a moment of encouraging perspectives which offer us opportunities to achieve further progress within the region. If the new processes of economic integration and reform under way bear great promise, they also entail certain problems. In seeking solutions to the issues before us, we must not only acknowledge the interdependence of the various sectors of our economy and our daily lives, but we must also recognize the need for new approaches and new attitudes. The society of the future must count upon its educational system to inculcate these changes if we are to find appropriate solutions for these many issues. At the same time we must realize that the issues which we face are not only interdisciplinary but are also international and cannot be solved at the national level. In that context it is encouraging to note that, after a period of heavy emphasis on bilateral relations, we have witnessed recently an increased readiness for multilateral co-operation within the framework of the United Nations and its sister organizations. It is in that spirit that I wish this Conference, which I am sure will make a very positive contribution to co-operation both within this region and beyond, every success in its deliberations.

ANNEX 3

CLOSING ADDRESSES

Address by Mr Michel de Bonnecorse
on behalf of Mr Federico Mayor,
Director-General
of the United Nations Educational,
Scientific and Cultural Organization

Address by Mr Christoffer Taxell
Minister of Education, Finland
President of the Conference

Address by Mr Michel de Bonnecorse
on behalf of the Director-General of Unesco
Mr Federico Mayor

Mr President,
Ministers,
Excellencies,
Ladies and Gentlemen,

On behalf of Mr Mayor, who is in Beijing today, I should like first of all to thank most warmly all those who have contributed to the success of this Conference, which has already emerged as an important stage in educational co-operation between the Member States of Unesco belonging to the Europe region. I can assure you that the Director-General regrets not having the gift of ubiquity, but it is the fate of the head of a worldwide institution not to be able to be present at the same time in all the places where he is expected. This fact brought to my mind a remark by a former Minister of Education, Edgar Faure who, in 1972, chaired the famous commission which produced the report: 'Learning to be'. Edgar Faure died six months ago. It would not be out of place to pay tribute to him by quoting him: 'The ease with which we have learned to master distances makes us even more aware of our impotence to control time'.

My thanks go, first of all, to His Excellency, Mr Christoffer Taxell, Minister of Education of Finland, who kindly agreed to act as the President of this Conference and who has guided its proceedings with outstanding courtesy and efficiency. Our thanks also go to the five Vice-Presidents, to the Rapporteur-General and to the Chairmen of the Commissions and their Rapporteurs. I should also like to include in these acknowledgements the members of the Working Group which helped in the final preparation of the draft recommendations. The long hours of toil which kept the members of the Bureau, the Rapporteurs and the members of the Working Group in Unesco Headquarters far beyond the times of the official meetings and, in particular, during the week-end, have made it possible to encapsulate all your discussions and your proposals in a report which will undoubtedly be seen as a milestone in this field.

To you also, ladies and gentlemen, the delegates and observers, I should like to express, on behalf of the Director-General, sentiments of sincere gratitude. The large number of participants, the fact that the 35 Member States of the region were all represented and that 23 delegations were headed by persons of ministerial rank, are in themselves a clear sign of the importance which your governments attach to this Conference. In addition, the quality of the speeches, your unfailing participation in the proceedings of the Conference's various subsidiary bodies and the substance of your proposals have meant that this Conference has not only fulfilled its official role, but also that each person has felt that a new spirit is abroad, a harbinger of fresh hope.

Ladies and Gentlemen,

Let us be clear. The present climate of international relations has been a major factor in creating conditions favourable for the success of this Conference. We would have to go a long way back into the past to find circumstances equally favourable for a joint examination of education policies by all the Member States of the Europe region. Agreement was easily reached on giving particular emphasis to the humanistic, cultural and international dimension of education, on recognizing the need to integrate the new information and communication technologies into the educational process and, above all, on strengthening the procedures and networks for exchanges and co-operation

between States. It was important, at this possibly unique moment in history, that those responsible for deciding on the path that education systems in Europe should take, should be able to reach agreement on themes which are so decisive for the future of the people of Europe.

The fact that Unesco organized this meeting brings out clearly the role and responsibility of our Organization in providing support for the efforts of the peoples of all regions of the world in the task of seeking and developing a new form of humanism.

It was, in fact, from a humanistic point of view, ladies and gentlemen, that you tackled the themes of this Conference, the judicious choice of which you were kind enough to stress. The concepts of education for peace, the protection of human rights and the preservation of cultures were brought together in your speeches as all being different aspects of the humanistic, cultural and international dimension of education. Seen from this new angle, the foundations and reciprocal links are more clearly visible. Furthermore, you stressed the need to combine humanism and technology in order to promote the harmonious development of man and society. Only a combination of this kind can forestall the mechanistic and inhuman consequences which an unthinking application of the new information and communication technologies could lead to.

Mr President,
Excellencies,
Ladies and Gentlemen,

It would take too long to mention here all the interesting points which emerged during your deliberations. Nevertheless, I should like, if I may, to pick out some of your conclusions. Your recommendations concerning the development of regional and international co-operation in education would involve making better use of the existing machinery of co-operation, achieving greater co-ordination between Unesco and the other organizations concerned and raising the profile of the co-operative ventures initiated by Unesco. We shall lose no time in studying these suggestions in order to provide appropriate responses, particularly within the context of a Unesco regional programme for education in Europe.

More particularly, where higher education is concerned, your recommendations are especially attractive and I am thinking here of the increase in exchanges between universities and the establishment of a university of the peoples of Europe.

Finally, I should like to mention the interest which you have expressed in the development of educational activities aimed at safeguarding the environment. In the years to come, the environment will undoubtedly be one of Unesco's major concerns. We all know that people are not yet sufficiently aware of the importance of this issue. Only through education can this shortcoming be rectified rapidly.

In conclusion, I should like to assure you that the Director-General will inform the Executive Board and the General Conference of all your suggestions and recommendations and will take many of them into consideration in the appraisal leading up to the Organization's third Medium-Term Plan.

Mr President,
Excellencies,
Ladies and Gentlemen,

Here at Unesco Headquarters, where we are the servants not only of education but also of culture, I should like to conclude my remarks by bringing together these two concepts.

In a well-organized society like that of Europe, we are able to set ourselves the highest goals. In such a society, although it is impossible to know everything, opportunities must, nevertheless exist to be able to learn everything, including how to be a citizen and play an active part in civilization.

In such circumstances, education will come to pervade, more and more, the whole social, political and economic fabric, as well as the family and community life.

It is, in fact, pointless to pretend that we are striving for an educational system which will suddenly come into being one fine day, fully formed and equipped and gleaming like a new toy, all as a result of fine words. At most, in the hard battle ahead, this is one of the devices which might be emblazoned on our banners.

That is the challenge to which we must rise!

It is, therefore, with an appeal to hard work, imagination and boldness - in both thought and deed - that we must conclude our proceedings.

May I back up this appeal by quoting the words of the French poet, Saint John Perse:

'Malheur aux parcimonieux et aux incertains. La vie est tout action, la vie rend mille à qui donne cent'.

(Woe to the mean-spirited and the faint-hearted! Life is all action and renders a thousand to him who gives a hundred.)

Address by Mr Christoffer Taxell
Minister of Education, Finland
President of the Conference

Mr Deputy Director-General,
Fellow Ministers,
Fellow Delegates,
Ladies and Gentlemen,

This fourth Conference of Ministers of Education of Member States of the Europe Region is drawing to a close and I feel we can all look back over our work during the past week with a sense of satisfaction. The importance of this meeting was signalled by the presence, for the first time, of delegations from every Member State of the region. We came together prepared to co-operate, to look for ways and means of working together. And we found them.

Our Conference got off to a good start. We were pleased that the Director-General was able to be with us on the first day. We remember his words on education in general and on Unesco's role in education and its plans for the future.

The good general ambiance which prevailed was striking; in fact, I would describe it as a step forward. It was clearly shown in the many informal talks among delegations, which considerably helped the work of the Conference, making the task of the Conference officers, including myself, easier.

The spirit of co-operation showed itself clearly in the repeatedly expressed desire to share information and to co-operate in joint ventures. It was evident from the discussions that Unesco's activities in the region were appreciated, and there was general agreement that they should be given more coherence and visibility in the coming years.

We have worked well together, sharing common viewpoints on most occasions and on others finding common ground. We have adopted several pertinent recommendations, and I hope that we, the Member States, will do our best to implement them and report back to the next Conference of Ministers of Education of Member States of the Region. I hope we will meet after a briefer interval than the eight-year period which elapsed between Sofia and the present Conference. I would like to report to that fifth Conference that the prevailing goodwill, mutual trust and understanding we have experienced here and the implementation of this Conference's recommendations were the major characteristics of the period.

In preparing for the next Conference it would seem to me useful and indeed necessary to improve and streamline the structure of both the preparatory process as well as the organization of the Conference itself. That way we could get more out of our meeting and hopefully enter into a more open, genuine and thus more interesting dialogue, especially between the ministers themselves. In order to achieve this it would also be good if we could agree on a greater concentration of the themes for our next Conference.

The favourable political situation in Europe and the growing commitment to economic and political co-operation provided the backdrop for this Conference and favoured the development of co-operation in the field of education.

We have confirmed in our discussions that the two themes chosen for the Conference are of particular importance to the development of education in all the Member States of the Europe Region. As the Conference progressed, the interrelatedness of the two themes emerged vividly, as is reflected in the reports of the two Commissions and evidenced as well in the plenary discussions.

The two themes seem to be also important for other regions of the world and I am glad to point out that this Conference adopted specific recommendations encouraging co-operation between the Europe Region and the other regions of the world.

We were told of educational developments throughout Europe, of increasing enrolment ratios, of a growing recognition of the importance of lifelong education. More important, however, was the new openness throughout Europe, manifested by numerous declarations of willingness to translate recognition of the diversity in population and in cultures into determined educational policies and clear programmes aimed at encouraging development within this diversity. Decision-makers in education are more and more paying attention to programmes catering for all forms of diversity found in the population. I was pleased to see that in this region of tremendous development, the humanistic, cultural and international dimension of education was considered essential for social, economic and technological development.

There was a new concentration on the environment. You all showed awareness of the importance of environmental protection and emphasized the fact that you see environmental education as a regional preoccupation, and not merely a national one. A major characteristic at this Conference was the way in which all discussion concerning the environment was eventually dominated by a merging of the humanistic and technological aspects of education.

What remains now is for us to translate these somewhat general recommendations into more concrete forms of co-operation. One way could perhaps be to introduce a regular system of reporting on steps and measures that have been introduced by the various Member States in this environmental co-operation.

A spirit of co-operation prevailed throughout the Conference, making the work easier on the delegates, and particularly on the officers of this Conference. I would like to thank all the delegates for their hard work and in particular the officers of this Conference. I think we should all express our special thanks to the members of the informal working group who devoted so much time and energy assisting the Rapporteur-General to harmonize the various draft recommendations.

On behalf of all the delegations and participants, I would like to express our appreciation to the Director-General and the Secretariat and all its hard-working members for the excellent preparation and technical support. I feel that it is fortunate that we have Unesco available to us as an organizational structure open to all countries constituting the Europe Region.

I would particularly like to thank the interpreters and translators, who made it possible for us to communicate with each other, and all the other Conference staff who facilitated our work so effectively.

Before closing this Conference, I would like to wish you all health, happiness, personal success, and a good trip home - back to work and to change the world by education.

And now, ladies and gentlemen, fellow delegates and observers, I declare this Conference closed.

ANNEX 4LIST OF DOCUMENTS1. Working documents

Provisional agenda	ED-88/MINEDEUROPE/1
Provisional Rules of Procedure	ED-88/MINEDEUROPE/2
Prospects and tasks of educational development in Europe at the dawn of a new millennium	ED-88/MINEDEUROPE/3

II. Information documents

General Information	ED-88/MINEDEUROPE/INF.1
Suggestions concerning the Organization of the Work of the Conference.	ED-88/MINEDEUROPE/INF.2
List of Documents	ED-88/MINEDEUROPE/INF.3
Provisional List of Participants	ED-88/MINEDEUROPE/INF.4

III. Reference documents*

Major economic and social trends and prospects in the ECE Region (Prepared by the United Nations Economic Commission for Europe)	ED-88/MINEDEUROPE/REF.1
Development of education in Europe: A statistical review	ED-88/MINEDEUROPE/REF.2
Unesco's activities in the field of education in the Europe Region since the conference held in Sofia in 1980	ED-88/MINEDEUROPE/REF.3
The humanistic, cultural and international dimension of education	ED-88/MINEDEUROPE/REF.4
Informatics in education: Trends and achievements by international organizations and prospects for further co-operation.	ED-88/MINEDEUROPE/REF.5

* The reference documents are published only in English.

ANNEXE V/ANNEX V/ANEXO V/ПРИЛОЖЕНИЕ V

LISTE DES PARTICIPANTS/LIST OF PARTICIPANTS/ LISTA DE PARTICIPANTES/СПИСОК УЧАСТНИКОВ

Les noms et titres qui figurent dans les listes ci-après sont reproduits dans la forme où ils ont été communiqués au Secrétariat par les délégations intéressées. Les pays sont mentionnés dans l'ordre alphabétique français.

Names and titles in the following list are reproduced as handed in to the secretariat by the delegations concerned. Countries are shown in the French alphabetical order.

Los nombres y títulos que figuran en las listas siguientes se reproducen en la forma en que las delegaciones interesadas los han comunicado a la Secretaría. Los países se mencionan en el orden alfabético inglés.

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A.

DÉLÉGUÉS/DELEGATES/DELEGADOS/ДЕЛЕГАТЫ

Etats membres/Member States/Étados Miembros/Государства-члены

Albanie/Albania/Албания

M. Arkile Sémini
Chargé d'affaires
Ambassade d'Albanie en France
Délégué permanent d'Albanie
auprès de l'Unesco

M. Marenglen Spiro
Premier Secrétaire
Ambassade d'Albanie en France
Délégué permanent adjoint d'Albanie
auprès de l'Unesco

**Allemagne, République fédérale d'/Germany, Federal Republic of/
Alemania (República Federal de)/Федеративная Республика Германии**

S. Exc. M. le Sénateur Horst Werner Franke
Ministre de l'éducation, des sciences et des
affaires culturelles du Land Bremen
Membre de la Présidence de la Conférence permanente
des ministres de l'éducation et
des affaires culturelles des Länder
Chef de la délégation

S. Exc. M. Bernard Heibach
Ambassadeur et délégué permanent
de la République fédérale d'Allemagne
auprès de l'Unesco

Dr. Hermann Müller-Solger
Conseiller au Ministère fédéral
de l'éducation et des sciences

M. Burkhard Nather
Premier conseiller au Ministère de l'éducation et
des affaires culturelles du Land Nordrhein-Westfalen
M. Wilhelm Holtmeier
Conseiller au Ministère de l'éducation et
des affaires culturelles du Land Rheinland-Pfalz

Mme Jutta van Hasselt
Membre du Secrétariat de la Conférence permanente
des ministres de l'éducation et des affaires
culturelles des Länder

Dipl.-Ing. Hans Krönner
Vice-président du Comité de l'éducation
de la Commission allemande pour l'Unesco
Dr. Traugott Schöfthaler
Secrétaire du Secteur de l'éducation
Commission allemande pour l'Unesco

Autriche/Austria/Австрия

H.E. Prof. Dr. Hilde Hawlicek
Federal Minister for Education,
Arts and Sport
Head of Delegation

Mr Leo Leitner
Director-General for Pedagogical Affairs
and General Education
Federal Ministry for Education,
Arts and Sport

Dr. Harald Gardos
Counsellor, Secretary-General
Austrian Commission for Unesco

Belgique/Belgium/Bélgica/Бельгия

Mme Régine Lapôtre
Secrétaire générale
Ministère de l'éducation nationale
Chef de la délégation

M. Henri Leclercq
Inspecteur de l'enseignement secondaire
Ministère de l'enseignement

Mme Suzanne Ghodsi
Inspecteur de l'organisation des études
Ministère de l'éducation nationale

M. Verloove
Inspecteur de l'organisation des études
Ministère de l'éducation nationale

M. Karel Maenhout
Délégué permanent adjoint de la Belgique
auprès de l'Unesco

Bulgarie/Bulgaria/Болгария

S. Exc. M. le professeur Iltcho Dimitrov
Ministre, Président du
Conseil national de l'éducation
Chef de la délégation

S. Exc. M. Tchavdar Damianov
Ambassadeur
Délégué permanent de la Bulgarie
auprès de l'Unesco

Professeur Ivan Maslarov
Vice-président
Conseil d'éducation supérieure

M. Vesselin Vassilev
Secrétaire général adjoint
Commission bulgare pour l'Unesco

M. Alexandre Boytchev
Directeur général de la coopération internationale
Ministère de la culture, de la science
et de l'éducation

Professeur Dentcho Batanov
Directeur général adjoint
Centre de recherches sur l'informatique éducative

Mme Zinovia Trifonova
Chef, Section des organisations internationales
Ministère de la culture, de la science
et de l'éducation

M. Ivan Boyadjiev
Deuxième secrétaire
Délégation permanente de Bulgarie
auprès de l'Unesco

Canada/Canadá/Kanada

Dr. Pierre Lucier
Président
Conseil supérieur de l'éducation
Québec
Chef de la délégation

Mme Marie Bernard-Meunier
Déléguée permanente adjointe du Canada
auprès de l'Unesco

Mr Edward Buller
Assistant Deputy Minister
Program Development and Support Services
Manitoba

Ms. Mary Anderson
Chief of Policy,
Official Languages in Education
Department of Secretary of State

Ms. Sheena Hanley
President
Canadian Teachers Federation

Mme Mariette Hogue
Chargée de programme
Commission canadienne pour l'Unesco

Chypre/Cyprus/Chipre/Κύπρος

H.E. Professor Andreas Philippou
Minister of Education
Head of Delegation

Mr Nicos Symeonides
Director-General
Ministry of Education

Mr Cristos Cassimatis
Deputy Permanent Delegate of Cyprus
to Unesco

Danemark/Denmark/Dinamarca/Дания

Mr Holger Knudsen
Director-General
Primary and Lower Secondary Education
and Teacher Training
Ministry of Education

Mr Finn Ovesen
Deputy Secretary-General
Danish National Commission for Unesco

Espagne/Spain/España/Испания

M. Alfredo Perez-Rubalcava
Secretario de Estado de Educación
Ministerio de Educación y Ciencia

Mme Elena Angulo
Directora, Gabinete del
Secretario de Estado de Educación
Ministerio de Educación y Ciencia

M. Emilio Garcia-Prieto
Subdirector General de Cooperación Internacional
Ministerio de Educación y Ciencia

M. Juan Luis Munoz de Laborde
Delegado Permanente Adjunto de España
en la Unesco

M. Juan Antonio Menendez-Pidal
Consejero de Educación y Ciencia
Delegación permanente de España
en la Unesco

Mme Elena Veigueta
Vocal Asesora de Nuevas Tecnologías
Ministerio de Educación y Ciencia

Finlande/Finland/Finlandia/Финляндия

H.E. Mr Christoffer Taxell
Minister of Education
Head of Delegation

Mr Jaakko Numminen
Secretary-General
Ministry of Education

Mr Erkki Aho
Director-General
National Board of Education
Chairman, National Commission for Unesco

Mrs. Marita Savola
Adviser
Ministry of Education

Mrs. Margaretha Mickwitz
Deputy Director for International Relations
Ministry of Education
Member of the Executive Board of Unesco

Mr Keijo Perälä
Counsellor
Ministry of Education

Mrs. Eeva Hippula
Secretary for Cultural Affairs
Ministry of Education

H.E. Mr Wilhelm Breitenstein
Ambassador
Permanent Delegate of Finland
to Unesco

Mr Sauli Feodorow
Counsellor
Deputy Permanent Delegate of Finland
to Unesco

France/Francia/Франция

S. Exc. M. Lionel Jospin
Ministre d'Etat
Ministre de l'éducation nationale,
de la jeunesse et des sports
Chef de la délégation

M. Robert Chapuis
Secrétaire d'Etat auprès du
Ministre de l'éducation nationale,
de la jeunesse et des sports
Chargé de l'enseignement technique

S. Exc. Mme Marie-Claude Cabana
Ambassadeur
Délégué permanent de la France
auprès de l'Unesco

M. Gabriel de Bellescize
Directeur
Direction générale des relations culturelles
Ministère des affaires étrangères

M. Olivier Schrameck
Directeur du Cabinet du Ministre d'Etat
Ministre de l'éducation nationale,
de la jeunesse et des sports

M. Bernard Debry
Conseiller technique au Cabinet du Ministre d'Etat
Ministère de l'éducation nationale,
de la jeunesse et des sports

M. Jean-Louis Devaux
Directeur adjoint des affaires générales,
internationales et de la coopération
Ministère de l'éducation nationale,
de la jeunesse et des sports

Mme Sylvie François
Directeur du Cabinet du Secrétaire d'Etat
Chargée de l'enseignement technique

M. Raymond Masson
Conseiller technique au
Cabinet du Secrétaire d'Etat
Chargé de l'enseignement technique

M. Jean Sirinelli
Président
Commission nationale française pour l'Unesco

M. Gabriel Beis
Expert consultant
Commission nationale française pour l'Unesco

M. Dominique Bihoreau
Directeur adjoint du Français au
Ministère des affaires étrangères

M. Emmanuel de Calan
Délégué permanent adjoint de la France
auprès de l'Unesco

Mme Anita Davidenkoff
Chef du Bureau de l'Unesco au
Ministère des affaires étrangères

Mme Isabelle Deblé
Présidente du Comité de l'éducation de la
Commission nationale française pour l'Unesco

Mme Jeannine Feneuille
Inspecteur général de l'éducation nationale
Directeur du Centre international
d'études pédagogiques de Sèvres

M. Pierre Garrigue
Inspecteur général de l'éducation nationale
Ministère de l'éducation nationale,
de la jeunesse et des sports

M. Qui Ho Dinh

Bureau des relations multilatérales à
la Direction des affaires générales,
internationales et de la coopération au
Ministère de l'éducation nationale,
de la jeunesse et des sports

M. Jean-Michel Leclercq

Direction des affaires générales,
internationales et de la coopération au
Ministère de l'éducation nationale,
de la jeunesse et des sports

Mlle Evelyne Liouville

Chef du Bureau des relations multilatérales
à la Direction des affaires générales,
internationales et de la coopération au
Ministère de l'éducation nationale,
de la jeunesse et des sports

M. Michel Lucius

Directeur des lycées et collèges au
Ministère de l'éducation nationale,
de la jeunesse et des sports

M. Yves Martin

Doyen de l'Inspection générale au
Ministère de l'éducation nationale

Mlle Claude Musnil

Chargée de mission à la
Direction des lycées et collèges au
Ministère de l'éducation nationale,
de la jeunesse et des sports

M. Yves Neuville

Chef du Département de l'innovation et
des technologies nouvelles
Conseiller du Directeur général des finances
Ministère de l'éducation nationale,
de la jeunesse et des sports

M. Georges Poussin

Chargé de mission auprès du
Secrétaire général de la
Commission nationale française pour l'Unesco

M. Jean-Pierre Régnier

Conseiller technique à la
Commission nationale française pour l'Unesco

Mme Danièle Toulemont

Chargée de mission à la
Direction des lycées et collèges au
Ministère de l'éducation nationale,
de la jeunesse et des sports

M. Christophe Valia-Kollery
Conseiller technique
Commission nationale française pour l'Unesco

M. Charles Vallée
Directeur des affaires générales,
internationales et de la coopération au
Ministère de l'éducation nationale,
de la jeunesse et des sports

M. André Zweyacker
Président
Fédération française des clubs Unesco

Grèce/Greece/Grecia/Греция

S. Exc. M. Georges Papandreou
Ministre de l'éducation nationale et des cultes
Chef de la délégation

Mme Margarita Defingos
Conseiller du
Ministre de l'éducation nationale et des cultes

Mme Catherine Sténou
Conseiller aux affaires de l'éducation
Délégation permanente de la Grèce
auprès de l'Unesco

Ms. Elengo Manoussaki
Conseiller aux affaires internationales
en matière d'éducation
Ministère de l'éducation nationale et des cultes

M. Grégoire Valianatos
Conseiller du
Ministre de l'éducation nationale et des cultes

Hongrie/Hungary/Hungria/Венгрия

S. Exc. Mr Tibor Czibere
Ministre de la Culture et de l'éducation
Chef de la délégation

M. Jozsef Herman
Académicien
Directeur de l'Institut de recherches linguistiques
de l'Académie des sciences de Hongrie
Chef adjoint de la délégation

Mme Maria Ormos
Académicien
Recteur de l'Université Janus Pannonius de Pécs

M. Béla Csa'ka'ny
Recteur de l'Université Attila Jozsef de Szeged

M. Sa'ndor Papp
Conseiller d'ambassade
Délégué permanent adjoint de la Hongrie
auprès de l'Unesco

Mr Jozsef Bendik
Spécialiste de Programme
Commission nationale hongroise pour l'Unesco

M. Otto Miha'ly
Chef de département
Institut national de l'éducation

M. Andras Na'dasi
Chef de département
Centre national de technologie éducative

Irlande/Ireland/Irlanda/Ирландия

Mr Declan Bronnan
Secretary of the Department of Education
Chairman of the Irish National Commission
for Unesco

Mr Denis Healy
Assistant Secretary
Department of Education

Islande/Iceland/Islandia/Исландия

S. Exc. M. Haraldur Krôyer
Ambassadeur
Délégué Permanent d'Islande
auprès de l'Unesco

M. Benedikt Jonsson
Délégué Permanent adjoint d'Islande
auprès de l'Unesco

M. Hannes Heimisson
Premier secrétaire

Israël/Israel/Израиль

Mr David Pur
Head of the Pedagogical Secretariat
Ministry of Education and Culture

Mr Yakov Aviad
Ambassador
Permanent Delegate of Israël to Unesco

Mr Yedidia Segev
Secretary-General
Israëli National Commission for Unesco

Italie/Italy/Italie/Италия

M. Beniamino Brocca
Secrétaire d'Etat à l'instruction publique
Ministère de l'instruction publique
Chef de la délégation

S. Exc. M. Giacomo Biaggini Ivancich
Ambassadeur
Délégué permanent de l'Italie
auprès de l'Unesco

M. Saverio Avveduto
Directeur des échanges culturels
Ministère de l'instruction publique

M. Romano Cammarata
Directeur de l'enseignement classique,
scientifique et magistral
Ministère de l'instruction publique

M. Giuseppe Martinez
Directeur de l'enseignement professionnel
Ministère de l'instruction publique

Mme Giuseppina Rubagotti
Chef de Service de l'école maternelle
Ministère de l'instruction publique

M. Roberto Fedele
Dirigeant supérieur à la
Direction des échanges culturels
Ministère de l'instruction publique

M. Aldo Bove
Professeur détaché à la
Direction des échanges culturels du
Ministère de l'instruction publique

M. Fabrizio De Agostini
Conseiller
Direction générale des relations culturelles
Ministère italien des affaires étrangères

M. Antonio Papisca
Professeur à l'Université de Padoue

Mme Marta Genovie' De Vita
Inspectrice technique
Ministère de l'instruction publique

M. Mario Fierli
Expert
Inspecteur technique
Ministère de l'instruction publique

M. Raffaele Brigli
Délégation permanente d'Italie
auprès de l'Unesco

M. Carlo Cornacchia
Conseiller à l'Ambassade d'Italie
auprès de l'Unesco

Mme Cristiana Marotta
Professeur détaché auprès du
Ministère de l'instruction publique

Luxembourg/Luxemburgo/Люксембург

M. Jean-Pierre Kraemer
Président
Commission nationale pour la coopération
avec l'Unesco

Malte/Malta/Мальта

H.E. Dr. Ugo Mifsud Bonnici
Minister of Education
Head of Delegation

H.E. Dr. Albert Borg Olivier de Puget
Ambassador
Permanent Delegate of Malta to Unesco

Mr Stephen Sant'Angelo
Permanent Secretary
Ministry of Education

Prof. Salvino Busuttil
Chairman
Maltese National Commission for Unesco

Mr Yves De Barro
Deputy Permanent Delegate of Malta
to Unesco

Mr Vincent Micallef
Secretary to the
Minister of Education

Monaco/Mónaco/Монако

S. Exc. M. René Bocca
Ambassadeur
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Ministry of Church and Education
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Ministry of Education

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to Unesco

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Information Technology
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Ministry of National Education

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Chef de la délégation

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Coordinateur national du projet "MINERVA"

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Membre de la Présidence de la Commission de
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l'Institut de l'enseignement professionnel

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Délégué permanent adjoint de la Roumanie
auprès de l'Unesco

M. Paul Miclau
Professeur, Université de Bucarest

**République socialiste soviétique de Biélorussie/Byelorussian Soviet Socialist Republic/
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Commission nationale de la RSS d'Ukraine
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auprès de l'Unesco

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Сан-Марино**

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Minister of Education and Cultural Affairs
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Chairman
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Ministry of Education and Cultural Affairs

Mr Christer Wretborn
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Ministry of Education and Cultural Affairs

Ms. Mari-Anne Roslund
Head of Section
Ministry of Education and Cultural Affairs

H.E. Mr Bo Kjellén
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Permanent Delegate of Sweden to Unesco

Mr Andreas Adahl
Minister Plenipotentiary
Deputy Permanent Delegate of Sweden to Unesco

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M. Moritz Arnet
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directeurs cantonaux de l'instruction publique

M. Marino Ostini
Adjoint scientifique à l'Office fédéral
de l'éducation et de la science

M. Pierre Luisoni
Délégué aux relations internationales
de la CDIP

M. Edgar Tripet
Président de la Commission nationale suisse
pour l'Unesco

M. Christian Jung
Président de la Commission "Informatique"
de la CDIP

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Checoslovaquia/Чехословакия**

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Minister of Education, Youth and Sport
Head of Delegation

Dr. Gejza Balogh
Vice-Minister of Education, Youth and Sport

Dr. Josef Brezina
Adviser to the
Minister of Education, Youth and Sport

Dr. Svatopluk Petracek
Director
European Information Centre
for Further Education of Teachers
Charles University

Dr. Jan Porvaznik
Head of Department
Ministry of Education, Youth and Sport

H.E. Mr Kamil Lorenc
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Permanent Delegate of Czechoslovakia
to Unesco

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Ass. Prof. Dr. Ihsan Sezal
Under-Secretary
Ministry of National Education, Youth
and Sports
Head of Delegation

Dr. Ali Engin Oba
Deputy Permanent Delegate of Turkey
to Unesco

Ms. Asuman Yücel
Special Adviser to the Minister of
National Education, Youth and Sports

Mr Nabi Avci
Special Advisor to the
Minister of National Education, Youth
and Sports

Mr Turgut Ünal
Counsellor of Education
Turkish Embassy in Paris

Ms. Dicle Kopuz
Counsellor of the
Turkish Permanent Delegation to Unesco

**Union des républiques socialistes soviétiques/Union of Soviet Socialist Republics/
Unión de Repúblicas Socialistas Soviéticas/Союз Советских Социалистических
Республик**

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USSR State Committee for People's Education
(USSR Gosobrazovanie)
Minister of the USSR
Head of Delegation

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Collegium Member
Director, Main Scientific Methodological
Department for Higher Education
USSR Gosobrazovanie

Mr Vladimir Kouptsov
Collegium Member
Director, Main Department of
Social Sciences Teaching
USSR Gosobrazovanie

Mrs. Margarita Leontieva
Deputy Director, Main Scientific Methodological
Department of General Secondary Education
USSR Gosobrazovanie

Mr Mikhail Mikhno
Chief, Education Section
USSR Commission for Unesco

Mr Nikolai Pakhomov
Chief, Section of
Methodological Problems of Education
Research Centre of USSR Gosobrazovanie

Mr Alexandr Raevsky
Senior Expert, Main International
Relations Department
USSR Gosobrazovanie

Mr Boris Borissov
Counsellor
USSR Permanent Delegation to Unesco

Yougoslavie/Yugoslavia/Югославия

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Ambassadeur extraordinaire et plénipotentiaire
Délégué permanent de la Yougoslavie
auprès de l'Unesco

Dr. Niksa Nikola Soljan
Professor, Zagreb University
President of the Education Commission
National Commission of Yugoslavia for Unesco

M. Miodrag Milanovic
Secretary
Provincial Community for Education

M. Miroslav Milosevic
Premier secrétaire
Délégation permanente de la Yougoslavie
auprès de l'Unesco

B.

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OBSERVERS FROM OTHER MEMBER STATES/
OBSERVADORES DE OTROS ESTADOS MIEMBROS/
НАБЛЮДАТЕЛИ ОТ ДРУГИХ ГОСУДАРСТВ-ЧЛЕНОВ/**

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Délégué permanent de l'Angola
auprès de l'Unesco

Australie/Australia/Австралия

M. Edward Laurence Fisher
Conseiller
Délégué permanent adjoint de l'Australie
auprès de l'Unesco

Chine/China/Китай

M. Yibing Wang
Conseiller
Délégation permanente de la Chine
auprès de l'Unesco

Jordanie/Jordan/Jordania/Иордания

Dr. Zougan Obiedat
Délégué permanent adjoint de la Jordanie
auprès de l'Unesco

Thaïlande/Tailandia/Таиланд

Mme Srinoi Povatong
Délégué permanent adjoint de la Thaïlande
auprès de l'Unesco

Mme Amphan Otrakul-Sales
Délégation permanente de la Thaïlande
auprès de l'Unesco

Tunisie/Tunisia/Túnez/Тунис

Professeur Adnan Zmerli
Délégué permanent adjoint de la Tunisie
auprès de l'Unesco

C.

**OBSERVATEURS D'ÉTATS NON MEMBRES/
OBSERVERS FROM NON-MEMBER STATES/
OBSERVADORES DE ESTADOS NO MIEMBROS/**

НАБЛЮДАТЕЛИ ОТ ГОСУДАРСТВ, НЕ ЯВЛЯЮЩИХСЯ ЧЛЕНАМИ

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United Kingdom of Great Britain and Northern Ireland/
Reino Unido de Gran Bretaña e Irlanda del Norte/
Соединенное Королевство Великобритании и Северной Ирландии**

Mrs. Alison Phillips
First Secretary
British Embassy
UK Observer at Unesco

**États-Unis d'Amérique/United States of America/ ca/Estados Unidos
Estados Unidos de América/Соединенные Штаты Америки**

Mr Richard Terrell Miller
American Embassy
U.S. Observer at Unesco

Saint-Siège/Holy See/Santa Sede/Ватикан

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Secrétaire du Dicastère pour l'éducation catholique
Chef de la délégation

Mgr Lorenzo Frana
Observateur permanent du Saint-Siège
auprès de l'Unesco

Père Raffaele Farina
Sous-secrétaire du Conseil pontifical
pour la culture

Père Antonio Stefanizzi
Consulteur de la Commission pontificale
pour les communications sociales

Père Jean-Yves Calvez
Représentant de la Commission pontificale
Justice et Paix

D.

**REPRÉSENTANTS ET OBSERVATEURS D'ORGANISATIONS
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REPRESENTATIVES AND OBSERVERS FROM
ORGANIZATIONS OF THE UNITED NATIONS SYSTEM/
REPRESENTANTES Y OBSERVADORES DE ORGANIZACIONES
DEL SISTEMA DE LAS NACIONES UNIDAS/
ПРЕДСТАВИТЕЛИ И НАБЛЮДАТЕЛИ ОТ ОРГАНИЗАЦИЙ
СИСТЕМЫ ОРГАНИЗАЦИИ ОБЪЕДИНЕННЫХ НАЦИЙ**

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United Nations Economic Commission for Europe (ECE)

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Executive Secretary

Mr Timothy Arnold
Chief, Special Studies

E.

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OBSERVADORES DE OTRAS ORGANIZACIONES INTERGUBERNAMENTALES/
НАБЛЮДАТЕЛИ ОТ ДРУГИХ МЕЖПРАВИТЕЛЬСТВЕННЫХ
ОРГАНИЗАЦИЙ**

Organisation de coopération et de développement économiques/
Organisation for Economic Co-operation and Development (OECD)

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Directeur adjoint
Centre pour la recherche et l'innovation
dans l'enseignement de l'OCDE

M. Pierre Duguet
Administrateur principal
Centre pour la recherche et l'innovation
dans l'enseignement de l'OCDE

Commission des communautés européennes/
Commission of the European Communities

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Chef de division

M. Adolfo Comba
Conseiller

Organización de Estados Iberoamericanos para la Educacion, la
Ciencia y la Cultura (OEI)

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Conseil de l'Europe

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F.

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ORGANIZATIONS/
OBSERVADORES DE ORGANIZACIONES INTERNACIONALES
NO GUBERNAMENTALES/
НАБЛЮДАТЕЛИ ОТ МЕЖДУНАРОДНЫХ НЕПРАВИТЕЛЬСТВЕННЫХ
ОРГАНИЗАЦИЙ

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Association internationale des universites

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Secrétariat professionnel international de l'enseignement/
International Federation of Free Teachers' Union

International Confederation of Free Trade Union/
Confédération internationale des syndicats libres

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International Social Science Council/
Conseil international des sciences sociales

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Teaching Profession (CMOPE)

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Unesco/
World Federation of Unesco Clubs, Centres and Associations

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World Federation of Trade Union

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Conseil mondial de la paix/
World Peace Council

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Représentant Permanent auprès de l'Unesco

International Council for Adult Education/
Conseil international d'éducation des adultes

Mr Alfonso Lizarzaburu
Special Representative to Unesco

CATEGORIE B

Conférence permanente des recteurs, présidents et vice-
chanciers des universités européennes/Standing Conference
of Rectors, Presidents and Vice-Chancellors of the European
Universities (CRE)

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International Federation of University Women/Fédération internationale des femmes diplômées des universités

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Directrice et
Professeur de littérature au Lycée d'Ankara

Dr. Ingrid Matzdorff
Anthropologisches Institut
der Universität Kiel
Neue Universität

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Bureau international catholique de l'enfance/
International Catholic Child Bureau

Madame Ghislaine de Coulomme-Labarthe
Représentante permanente auprès de l'Unesco

Office international de l'enseignement catholique/
Catholic International Education Bureau

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auprès de l'Unesco

Mlle Brigitte Tassel
Membre de la Représentation permanente
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M. Jean Millet
Membre de la Représentation permanente
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M. Jacques Charzat
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Fédération démocratique internationale des femmes/
Women's International Democratic Federation

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Fédération internationale des universités catholiques/
International Federation of Catholic Universities

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Fédération internationale pour l'éducation des parents/
International Federation for Parent Education

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International School Association/
Association des écoles internationales

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Sécurité et coopération européennes/
European Security and Co-operation

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Association européenne pour l'éducation spéciale

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Mr Sven Lindahl
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Mr Walter Lund
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International Union of Socialist Democratic Teachers/
Union internationale des enseignants socialistes

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Christian Peace Conference

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latine/Consejo Europeo de Investigaciones sociales sobre
América latina

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G.

OBSERVATEURS D'INSTITUTIONS ET DE FONDATIONS/
OBSERVERS FROM INSTITUTIONS AND FOUNDATIONS/
OBSERVADORES DE INSTITUCIONES Y FUNDACIONES/
НАБЛЮДАТЕЛИ ОТ УЧРЕЖДЕНИЙ И ФОНДОВ

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Fundação Calouste Gulbenkian

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Mr Nico Van Oudenhoven
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University of Leiden

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European Cultural Foundation

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Assistants au Rapporteur Mme K. Berg
général Directeur, Centre européen pour
l'enseignement supérieur
(CEPES),
Bucarest

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Directeur, Institut de l'Unesco
pour l'éducation (IUE),
Hambourg

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Directeur,
Division de l'enseignement
supérieur et formation des
personnels de l'enseignement

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Office de l'information
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